

“What should good student writing at this grade level look like?”

The answer lies in the writing itself.

The **Writing Standards *in Action* Project** uses high quality student writing samples to illustrate what performance to grade level standards looks like—in action.

# Writing Standards *in Action*

## Grade 2 English Language Arts

### Narrate

*(Poem)*

Good Bye to Winter Clothes



# Background Information

GRADE  
2

## FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework  
for ELA and Literacy (2017)

**Writing Sample Title:** Good Bye to Winter Clothes

**Text Type and Purpose:** Narrate

**Grade level/Content area:** Grade 2 English Language Arts

**Type of Assignment:** Poem

**Standards Addressed:** (W.2.3), (W.3.3), (W.2.4),  
(L.2.1), (L.2.2), (L.2.5)  
*See descriptions of these standards  
in the right column of the next page*

### Highlights:

This sample of student work exceeds grade level standards. It demonstrates the following attributes of effective writing.

The sample:

- Has an effective poetic structure that creates a dramatic turning point
- Communicates the speaker's enthusiasm in the voice of a young writer
- Uses simple descriptive language to suggest the speaker's preferences
- Focuses attention on essential elements with strategic repetition of sounds and key words
- Demonstrates the ability to manipulate the conventions of standard English for poetic purpose.

## STANDARDS-BASED COMMENTARY

The student writing sample that follows includes standards-based commentary. The commentary found in this column describes how the writing meets the standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy (2017)* and other content frameworks when applicable.

### Understanding the Standards-Based Commentary

#### 1. Grade-specific standards addressed are:

- Listed in the column to the right of student work by strand, grade, and number (or number and letter, where applicable)
- Marked by a colored block with a letter code, also in the column to the right of student work

EXAMPLE: 

#### 2. Colored blocks beneath each standard in the right column:

- Are of the same color and letter code as the block that marks the standard being addressed
- Mark standards-based commentary related to the standard being addressed
- Appear in alphabetical order

EXAMPLE:  or  (as in this sample)

#### 3. Corresponding colored arrow blocks\* within the text:

- Set off sections of student work to which commentary applies
- Do not necessarily appear in alphabetical order—but where evidence of a particular standard exists

EXAMPLE: (begin)  section  (end)

\***Please note:** The brevity of the poem in this sample makes it impractical to mark within the text evidence of satisfaction of learning standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy (2017)*.

CONTINUED 



**Instructional Practices:**

Unknown

**Assignment Description:**

Unknown

**Intended Audience:**

Teacher, classmates, parents

**Time:**

Unknown

**Writing Process:**

Unknown

**Materials:**

Unknown

**Writing Standards:**

**Grade 2, Standard 3 (W.2.3)**

Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.

EXAMPLE: **A**

**Writing Standards:**

**Grade 3, Standard 3 (W.3.3)**

Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

EXAMPLE: **A**

**Writing Standards:**

**Grade 2, Standard 4 (W.2.4)**

Produce writing in which the development and organization are appropriate to task, purpose, and audience.

EXAMPLE: **B**

**Language Standards:**

**Grade 2, Standard 1 (L.2.1)**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

EXAMPLE: **C D**

**Language Standards:**

**Grade 2, Standard 2 (L.2.2)**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXAMPLE: **D**

**Language Standards:**

**Grade 2, Standard 5 (L.2.5)**

Demonstrate understanding of word relationships and nuances in word meanings.

EXAMPLE: **E**

**Please note:**

The samples may contain inaccuracies in wording and content or shortcomings in the use of standard English conventions.

END OF BACKGROUND ■



# Narrate

GRADE  
2

## FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework  
for ELA and Literacy (2017)

### STANDARDS-BASED COMMENTARY

#### In this sample...

The writer effectively organizes a poem around a turning point that emphasizes the preferences of an enthusiastic, young speaker for the joys of warm weather. Simplicity of description and strategic repetition of sounds and key words keep expression economical, burnish images, and focus attention on elements essential to the poem's development. Strong command of the conventions of standard English allows the writer to achieve a poetic effect by deviating from conventional punctuation while maintaining clarity.

### Good Bye to Winter Clothes

Good bye to winter clothes

Peace out winter

Adios to slipping on ice

Hey beautiful flowers

Hola to bright birds

Hey to shiny grass

END OF WRITING SAMPLE ■

#### **Please note:**

Due to the brevity of the poem, markers indicating examples related to the commentary have been omitted in this sample. For ease in referring to the commentary, the full sample is repeated on each page.



#### Understanding the Standards-Based Commentary

The student writing sample that begins on this page includes in this column standards-based commentary describing how the writing meets the standards in the *Massachusetts Curriculum Framework for English Language Arts and Literacy (2017)* and other content frameworks, when applicable. Where they apply, sub-standards marked by letters are included.

Evidence for the commentary is normally noted in the text of the student writing using color-coded, numbered 'begin' and 'end' arrows.

#### For example:

**A1** marks the beginning and **A1** marks the end of the relevant section in the text.

Please note that labeled arrows in the text do not necessarily appear in alphabetical order.

#### **Writing. Grade 2, Standard 3 AND Writing. Grade 3, Standard 3**

**A W.2.3.a AND A W.3.3.f**

#### **W.2.3.a**

For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure.

#### **W.3.3.f**

For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.

**A1** A1 Examples: 1 · 2

The writer emphasizes the change of seasons with an engaging speaker who lends drama to simple lines by repeating their beginnings in English and Spanish (*Good bye/Adios... Hey/Hola/Hey*).

## STANDARDS-BASED COMMENTARY

## Good Bye to Winter Clothes

Good bye to winter clothes

Peace out winter

Adios to slipping on ice

Hey beautiful flowers

Hola to bright birds

Hey to shiny grass

END OF WRITING SAMPLE ■

**Please note:**

Due to the brevity of the poem, markers indicating examples related to the commentary have been omitted in this sample. For ease in referring to the commentary, the full sample is repeated on each page.

**Writing. Grade 2, Standard 3 AND  
Writing. Grade 3, Standard 3**  
(continued)

**A2** A2 Examples: 1 · 2 · 3

The writer adds luster to images by repeating variants of the “s” sound in several contexts: at the end of most lines (*clothes, ice, flowers, birds, grass*); at the end of the first word in adjoining lines (*Peace, Adios*); and several times in the same line (*Adios to slipping on ice*).

**A3** A3 Examples: 1 · 2 · 3

The writer emphasizes contrasting weather conditions by beginning several images with the same preposition (*to slipping on ice, to bright birds, to shiny grass*).

**A4** A4 Examples: 1 · 2

The writer focuses the reader’s attention on warm weather images by reinforcing the “b” sound in one line (*beautiful*) with alliteration in the next (*bright birds*).

**Writing. Grade 2, Standard 4**

**B W.2.4**

Produce writing in which the development and organization are appropriate to task, purpose, and audience.

**B** Overall text reference

The writer organizes two well-developed stanzas that create an effective and dramatic poetic turn.

*Note:* Comment refers to the piece as a whole rather than a specific example within the text.



## STANDARDS-BASED COMMENTARY

## Good Bye to Winter Clothes

Good bye to winter clothes

Peace out winter

Adios to slipping on ice

Hey beautiful flowers

Hola to bright birds

Hey to shiny grass

END OF WRITING SAMPLE ■

**Please note:**

Due to the brevity of the poem, markers indicating examples related to the commentary have been omitted in this sample. For ease in referring to the commentary, the full sample is repeated on each page.

**Language. Grade 2, Standard 1****C L.2.1.b**

Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.

**C1** C1 Examples: 1 · 2 · 3

The writer makes effective use of adjectives to express the speaker's preference for the joys of temperate seasons (*beautiful, bright, shiny*).

**C2** C2 Examples: 1 · 2

The writer correctly uses the same word as both adjective and noun (*Good bye to winter clothes... Peace out winter...*).

**Language. Grade 2, Standard 1 AND****Language. Grade 2, Standard 2****D L.2.1 AND D L.2.2****L.2.1**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.

**L.2.2**

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**D** Overall text reference

Strong command of the conventions of standard English allows the writer to construct an effective poem with purposefully unpunctuated phrases.

*Note:* Comment refers to the piece as a whole rather than a specific example within the text.

**Language. Grade 2, Standard 5****E L.2.5**

Demonstrate understanding of word relationships and nuances in word meanings.

**E1** E1 Examples: 1

The writer uses a playful phrase to express complex feelings toward winter (*Peace out winter*).