

FRAMEWORK / CONTENT STANDARDS ADDRESSED: Massachusetts Curriculum Framework for ELA and Literacy (**2017**)

"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 7 English Language Arts

Narrate

(Poem)



Massachusetts Department of Elementary and Secondary Education Writing Standards *in Action* Project www.doe.mass.edu/candi/wsa



The Tale of a Leaf

Page 1

SAMPLE A7-10 (Narrate-Poem)

Background Information



FRAMEWORK / CONTENT STANDARDS ADDRESSED: Massachusetts Curriculum Framework

for ELA and Literacy (2017)

Writing Sample Title:

The Tale of a Leaf

Text Type and Purpose: Grade level/Content area: Type of Assignment: **Standards Addressed:**

Narrate Grade 7 English Language Arts Poem (W.7.3), (W.7.4), (L.7.1), (L.7.2), (L.7.5)

See descriptions of these standards in the right column of the next page.

Highlights:

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

The sample:

- Reveals a clear, sustained persona
- Includes vivid sensory imagery and figurative language
- · Uses effective, precise vocabulary and an elevated style
- Exhibits organization and style appropriate to the task, purpose, and audience

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

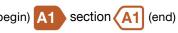
EXAMPLE: Α

- 2. Colored arrow 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



- 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) A1



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Page 2 SAMPLE A7-10 (Narrate-Poem) CONTINUED



Background Information



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Instructional Practices:

Information not provided

Assignment Description: Information not provided

Intended Audience: Family members, friends, classmates, and teacher

Time: Unknown

Writing Process: Information not provided

Materials: Information not provided

Please note:

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

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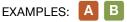
e 3 SAMPLE A7-10 (Narrate-Poem)

END OF BACKGROUND



Writing Standards: Grade 7, Standard 3 (W.7.3)

Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.



Writing Standards: Grade 7, Standard 4 (W.7.4)

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

EXAMPLES: C

Language Standards: Grade 7, Standard 1 (L.7.1)

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.

EXAMPLES: D

Language Standards: Grade 7, Standard 2 (L.7.2)

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

EXAMPLES:

Language Standards: Grade 7, Standard 5 (L.7.5)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXAMPLES: **F**

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FRAMEWORK / CONTENT STANDARDS ADDRESSED:

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STANDARDS-BASED COMMENTARY

In this sample...

In this poem, the writer lends a patina of joy and wonder to the autumn flight of a falling leaf. With the help of sophisticated figurative and sensory language, the reader can imagine the experience of twirling towards the ground and being lifted by the breeze high above my maple tree. The writer's choice of first person point of view creates a sense of immediacy, and the skillfully executed poetic form is the matrix of the poem's focused, coherent structure.

Understanding the **Standards-Based Commentary**

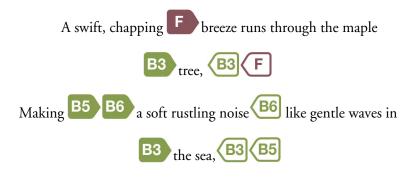
The student writing sample that begins on this page includes in this column standards-based commentary describing how the writing meets the standards in the Massachusetts Curriculum Framework for English Language Arts and Literacy (2017) and other content frameworks, when applicable. Where they apply,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

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

For example:

A1 marks the beginning and (A1 the end of the relevant section in the text

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



The Tale of a Leaf

Writing. Grade 7, Standard 3:



W.7.3.a

Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.



A Examples: 1 · 2

The writer introduces a first person narrator and creates an easy-to-follow event sequence, beginning with the leaf embarking on its journey (And I, the oldest, gently detach and twirl towards the ground.) and ending with the leaf's reflections on its experiences (The stories I will tell of my daring escapade and a new sprit I have found, For here I twirl 'round this breathtaking sunset, the truest joy of fall, 'round, 'round, 'round!).

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end



begin section

WRITING SAMPLE CONTINUES



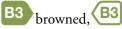


FRAMEWORK / CONTENT STANDARDS ADDRESSED:

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STANDARDS-BASED COMMENTARY

The leave of **B2** my majestic tree **B2** are crinkly and



B1 A And I, the oldest, gently detach and ^{B4} twirl towards ^{B4}



As I near the musty ^{B4} forest floor ^{B4} covered in red,

orange, and yellow,

B2 The king buck of the forest emits a



B6 loud bellow, B6 B2

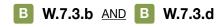




WRITING SAMPLE CONTINUES



Writing. Grade 7, Standard 3: (continued)



W.7.3.b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.7.3.b

Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.



B1 Examples: 1 · 2

The writer suggests that a falling autumn leaf is symbolic of a life cycle in its latter stages (And I, the oldest, gently detach and twirl towards the ground.), still incomplete and joyful (The stories I will tell of my daring escapade and a new sprit I have found ...).



B2 Examples: 1 · 2 · 3 · 4 · 5

The writer creates moods that change as the leaf continues on its journey: solemnity (... my majestic tree... The king buck of the forest emits a loud bellow...), exhilaration (I fly high above my maple tree... sail oh so very high.), and anticipation (The stories I will tell...).



B3 Examples: 1 · 2 · 3 · 4

The writer incorporates in each stanza a rhyme scheme similar to that found in stanza one (tree/sea... browned/ground).



B4 Examples: 1 · 2

The writer uses carefully placed alliteration (... twirl towards... forest floor).

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GRADE



begin section



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Page 6 SAMPLE A7-10 (Narrate-Poem) WRITING SAMPLE CONTINUES



FRAMEWORK / CONTENT STANDARDS ADDRESSED:

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STANDARDS-BASED COMMENTARY

Writing. Grade 7, Standard 3: (continued)



B5 Examples: 1 · 2 · 3

The writer uses simile (...a soft rustling noise like gentle waves in the sea...), personification (I fly high above my maple tree...), and metaphor (...travel into a spectrum of rubies and orange sapphires...) to create images that contribute to the mood and tone of the poem.



B6 Examples: 1 · 2 · 3 · 4 · 5

The writer uses sensory language effectively (...a soft rustling noise... loud bellow... sending shivers... taste of crisp, fresh air... spectrum of rubies and orange sapphires, and amazing sight...).

Writing. Grade 7, Standard 4:



W.7.4

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



Overall text reference

Establishes a clearly delineated stanza form.

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



Overall text reference

Entertains and informs the reader through the easy-to-follow epic flight of the personified leaf.

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





FRAMEWORK / CONTENT STANDARDS ADDRESSED:

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STANDARDS-BASED COMMENTARY



For here I twirl 'round this breathtaking sunset, the truest joy of fall,

'round, 'round, 'round!

begin section

end

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SAMPLE A7-10 (Narrate-Poem)

END OF WRITING SAMPLE



Language. Grade 7, Standard 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.



Overall text reference

The writer makes few errors in grammar and usage, and they do not detract from the clarity of the text.

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

Language. Grade 7, Standard 2:



Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).



E Examples: 1 · 2

The writer inserts commas between coordinate adjectives (...the aged, brown, pockmarked leaf... the ancient, frail leaf...).

Language. Grade 7, Standard 5:



Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



F Examples: 1 · 2 · 3

Throughout the poem the writer utilizes words precisely to convey nuanced descriptions of events (...breeze runs through the maple tree... The king buck of the forest emits a loud bellow... a gray squirrel's soft tufts of hair.).