“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 Sample Title:
The Comeback

Text Type and Purpose: Narrate
Grade level/Content area: Grade 4 English Language Arts
Type of Assignment: Personal Narrative
Standards Addressed: (W.4.3), (W.4.4), (L.4.3), (L.4.4), (L.4.5)

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:
• Includes a strong lead to engage the reader’s interest
• Maintains a consistent focus on the topic
• Follows a logical, chronological sequence from beginning to end
• Incorporates a variety of sentence types, lengths, and beginnings
• Demonstrates a precise choice of words
• Builds the excitement to a climax through strategic description of major developments in the plot
• Includes a strong ending that contrasts with the image created in the beginning

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.

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: A

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

EXAMPLE: A

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 section A1 (end)

CONTINUED
Instructional Practices:
The teacher used the following practices:

- Student choice of topic within the confines of a general writing prompt
- Writing workshop model, including on-going mini lessons on aspects of effective writing, followed by guided practice
- Teacher conferences with students to provide targeted instruction and feedback
- Sharing of personal narratives
- Development of a writing plan and first draft
- Revision and editing of the first draft
- Production of a final draft

Assignment Description:
As part of a two-day district writing assessment, the writer addressed the following prompt: Everyone has a favorite thing to do. Write about a time that you had fun doing your favorite thing. Use everything that you know about good writing to show the reader about your favorite thing. On day one the writer composed a first draft during the hour allotted; on day two, during a second hour allocated for rewriting, the writer revised and edited the first draft and produced a final draft.

Intended Audience:
Teacher

Time:
2 hours—one hour per day

Writing Process:
Alone; in class; pre-writing; organizing; drafting; revising; self-editing; production of a final draft

Materials:
Writing prompt, student-created web organizer

Please note:
The samples may contain inaccuracies in wording and content or shortcomings in the use of standard English conventions.
In this sample...

The writer captures the significance of a young bowler's attempt at a come-from-behind win. Skillful organization enables the reader to appreciate the narrator's apprehension, frustration, elation, and ultimate satisfaction. Carefully crafted sentences, idiomatic usage, and sophisticated sensory and subject-specific language amplify the strong voice of the narrator. The writer demonstrates awareness of the audience by helping the reader understand relevant bowling facts and scoring subtleties. From the well-crafted lead to the convincing ending, the writer constructs a vivid personal life experience.

The Comeback

“Mwahahaha!” Jack bragged.

He had knocked down his last bowling pin on his last turn to make the score 57 to 72, and I was losing.

I was bowling with my friend, Jack, and we both had a terrible game.

Writing. Grade 4, Standard 3:

Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.

The writer engages the reader with a taunting laugh (“Mwahahaha”), sets the stage for unfolding the story with a significant hook (“I had one turn to catch up, and things weren’t looking so good”), and introduces the first person narrator and other main character (“I was losing. I was bowling with my friend Jack…”).
I had one turn to catch up, and things weren’t looking so good. Just to let you know, on the last turn, if you get a spare or a strike on your second stroke, you get one extra stroke. I was hoping for that right now.

Jack was relaxing on a bench, and it looked like he had this game in the bag. I threw the ball. Ah, the beautiful sound of pins clattering met my ears. But when I opened my eyes, I gasped in horror. The room felt small and far away. I fell to the ground and moaned.
The evil split was attacking! The two pins were really far apart. Jack snickered. I felt like I was going to blow up any second. The only way to knock a split down is to hit one of the pins from an angle, so it skids and knocks down the other pin. I aimed, shot, and closed my eyes. Pins clattered. I opened my eyes. Amazing! I knocked down a split! I jumped for joy. Jack was astonished. I got the extra stroke. If I knocked down six pins, I'd

**Writing. Grade 4, Standard 3:**

**C** W.4.3.d

Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.

**C1** Examples: 1 - 2

The writer selects topic-specific bowling terms to add authenticity to descriptions of events.

**C2** Examples: 1 - 2 - 3 - 4 - 5

The writer conveys experiences vividly throughout the narrative with strong verbs.

**D** W.4.3.e

Provide a sense of closure appropriate to the narrated experiences or events.

**D** Examples: 1 - 2

The writer crafts a conclusion that brings the narrative full circle, back to the heart of the story and the significance of the event.
Writing. Grade 4, Standard 4:

E  W.4.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

E  E Examples:  1 · 2 · 3 · 4
The task was to write a coherent narrative about having fun doing a favorite thing – in the writer’s case, bowling. The writer develops a suspenseful, coherent narrative about a close, exciting win over a friend gloating about his lead. (Mwahahaha! Jack bragged… I had one turn to catch up, and things weren’t looking so good…. The evil split was attacking! The two pins were really far apart. Jack snickered… Six pins were down . I started dancing and Jack started mumbling.)

Language. Grade 4, Standard 3:

F  L.4.3.a
Choose words and phrases to convey ideas precisely.

F1  F1 Examples:  1 · 2
The writer uses precise words and phrases to convey satisfaction and to appeal to the reader’s senses. (Ah, the beautiful sound of the pins clattering met my ears… I jumped for joy.)

F2  F2 Examples:  1
The writer crafts sentences of varying length that effectively convey the rise and fall of the action (The only way to knock a split down is to hit one of the pins from an angle, so it skids and knocks down the other pin. I aimed, shot and closed my eyes. Pins clattered. I opened my eyes. Amazing! I knocked down a split!).
Language. Grade 4, Standard 4:

G L.4.4.a
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

G Examples: 1 · 2 · 3
The writer provides context clues to help the reader understand bowling rules and terms (He had knocked down his last bowling pin on his last turn to make the score 57 to 72, and, I was losing… Just to let you know, on the last turn, if you get a spare or a strike on your second stroke, you get one extra stroke…The evil split was attacking! The two pins were really far apart.).

Language. Grade 4, Standard 5:

H L.4.5.b
Recognize and explain the meaning of common idioms, adages, and proverbs.

H Examples: 1
The writer demonstrates understanding of the meaning of an idiom by using it purposefully (Jack was relaxing on the bench, and it looked like he had this game in the bag.).