

“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.

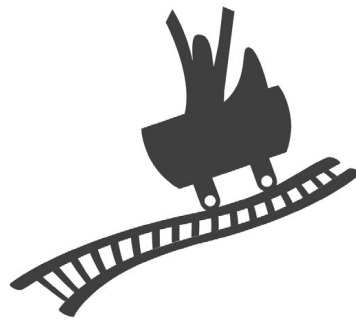
# Writing Standards *in Action*

## Grade 5 English Language Arts

### Narrate

*(Personal Narrative)*

King-Da-Ka



# Background Information

GRADE  
5

## FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework  
for ELA and Literacy (2017)

### Writing Sample Title:

King-Da-Ka

**Text Type and Purpose:** Narrate  
**Grade level/Content area:** Grade 5 English Language Arts  
**Type of Assignment:** Personal narrative  
**Standards Addressed:** (W.5.3), (W.5.4), (W.5.5),  
(L.5.1), (L.5.2), (L.5.3)

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

### Other Content/Frameworks Addressed:

*Massachusetts Science and Technology/Engineering  
Curriculum Framework (2006)*

*Massachusetts History and Social Science  
Curriculum Framework (2003)*

### Highlights:

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

The sample:

- Develops suspense through focused description of one aspect of a single experience
- Focuses on particular details to effectively slow down the action
- Uses well-placed sensory details

## 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 the 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 the student work

EXAMPLE: **A**

#### 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

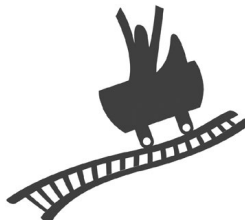
EXAMPLE: **A1**

#### 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/Resources:**

The teacher used the following practices to prepare students:

- Mini-lessons on aspects of effective writing
- Conferring
- Sharing
- Publishing

**Assignment Description:**

Write an account of a personal experience.

**Intended Audience:**

Unknown

**Time to Complete the Assignment:**

Unknown

**Writing Process:**

Alone; in class; as homework; with teacher feedback; topic chosen by student

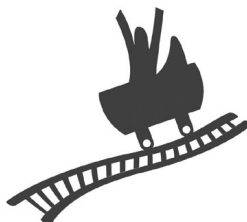
**Materials:**

Unknown

**Please note:**

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

END OF BACKGROUND ■

**Writing Standards:****Grade 5, Standard 3 (W.5.3)**

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

EXAMPLE: **A** **B** **C**

**Writing Standards:****Grade 5, Standard 4 (W.5.4)**

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

EXAMPLE: **D**

**Writing Standards:****Grade 5, Standard 5 (W.5.5)**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXAMPLE: **E**

**Language Standards****Grade 5, Standard 1 (L.5.1)**

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: **F**

**Language Standards:****Grade 5, Standard 2 (L.5.2)**

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

EXAMPLE: **G**

**Language Standards:****Grade 5, Standard 3 (L.5.3)**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXAMPLE: **H**

# Narrate

GRADE  
5

## FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework  
for ELA and Literacy (2017)

### STANDARDS-BASED COMMENTARY

#### In this sample...

the writer effectively recreates the anticipation of waiting for a wild roller coaster ride, focusing more on this aspect of the experience than on the ride itself, then goes on to briefly describe the ride. The writer uses well-placed sensory details and appropriate time references to recount thoughts and feelings while waiting as well as during the ride. The piece concludes with a thoughtful reflection on the experience as a whole.

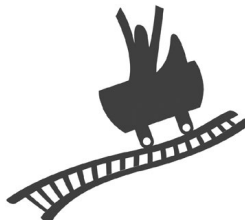
### King Da-Ka

**H1** It was a hot windy day. **H1** My dad and I were at Six Flags Great Adventure, one of the greatest amusement parks in the world and it was my birthday. **A** We were there to do one thing that day, go on the tallest fastest roller coaster in the world. King-Da-Ka! At 128 miles per hour and the height of 458 feet it would be **D** by far the most exciting ride I would ever go on. **D** **A**

**H1** We got right in line and I already felt incredibly anxious. **H1** **B2** We would have to wait two hours **B2** to be up and down the hill and back at the station. Every minute you could

**begin** section **end**

WRITING SAMPLE CONTINUES ►



#### 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 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 the labeled arrows in the text do not necessarily appear in alphabetical order.

#### Writing. Grade 5, Standard 3:

##### **A** W.5.3.a

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

##### **A** Examples: 1

The writer maintains a focus on the ride and the anticipation of it, incorporating details that contribute to this purpose.

## STANDARDS-BASED COMMENTARY

hear loud fearsome screams and the **C2** screeching **C2** of the tracks as all the frightened people took off into the air. It was such an abstract structure. The colors on it blinded me because of the reflection of the sun, purple, green and orange.

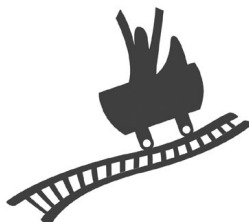
**H2** We walked into a big patch of dry heat and I was sweating.

**H2** Every so often we would come upon a fan, **C2** drifting **C2** the smell of fried dough and popcorn into my nose. I asked my dad if he was scared. I anxiously waited for his answer, only a little scared he said. Everyone in line was so **C2** cramped **C2** together. I smelled their scent in the air, perfume, cologne, I wrinkled my nose.

After a long half hour more of waiting **B2** we reached the 15 minute point. **B2** **F** My nerves rose and I panicked. **B1** What if we fall backwards? What if I can't breathe? What if my shoulder bar pops up? **F** **B1** **C1** My heart **C2** sounded **C2** like a drum in my chest. **C1**

**begin** section **end**

WRITING SAMPLE CONTINUES ►



### Writing. Grade 5, Standard 3: (continued)

#### **B** W.5.3.b

Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations.

#### **B1** Examples: 1

The writer uses internal dialogue in the form of rhetorical questions to enhance the suspense about riding King Da Ka. (*What if we fall backwards? What if I can't breathe? What if my shoulder bar pops up?*).

#### **B2** Examples: 1 · 2 · 3

The writer paces the story by making reference to specific time periods during the long wait for a seat on King Da Ka. (*We would have to wait two hours . . . we reached the fifteen minute point . . . as we entered the 5 minute zone.*).

#### **C** W.5.3.d

Use concrete words and phrases and sensory details to convey experiences or events precisely.

#### **C1** Examples: 1 · 2

The writer uses sensory detail to create images for the reader (*My heart pounded like a drum in my chest . . . I watched dizzily as all the frightened faces took off and all the smiling faces came back.*).

#### **C2** Examples: 1 · 2 · 3 · 4 · 5 · 6 · 7

The writer uses vivid verbs (*screeching . . . drifting . . . cramped . . . pounded . . . quickened . . . eased . . . churned*).

## STANDARDS-BASED COMMENTARY

My breath **C2** quickened **C2** **B2** as we entered the 5 minute zone. **B2** **C1** I watched dizzily as all the frightened faces took off and all the smiling faces came back. **C1** **H1** It was our turn. **H1** We went through the gate, click! My body shook as I lowered myself into the hard plastic orange and green seat. I lowered my shoulder belt down and so did my dad. Clack, clack, clack. **H2** I put on a fake smile but I knew my dad could still see fear in my eyes. **H2**

The cart slowly **C2** eased **C2** itself out of the station like it was alive. My grin widened now because I actually was feeling excited. The track made a strange hissing sound sssss. I counted down from 5! 5...4...2...1...AAAHH! The wind felt like it was blowing my face off. **H1** We slowed down before we reached the base of the hill and then up we went. **H1** I looked into the clouds and the sun made me squint my eyes shut. We almost stopped as we reached the top and my stomach

**Writing. Grade 5, Standard 4:****D W.5.4**

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

**D** Examples: 1 · 2

The writer conveys the anticipation of an experience in chronological order, an effective approach that makes sense for the topic and a range of audiences. The writer chronicles his arrival at the amusement park to experience *by far the most exciting ride I would ever go on*, and concludes with a thoughtful reflection on the adventure (*If I ever went again it would never be the same as the first time around.*). It would have been more effective if the description of the actual roller coaster ride measured up to the description of the anticipation of it.

**Writing. Grade 5, Standard 5:****E W.5.5**

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

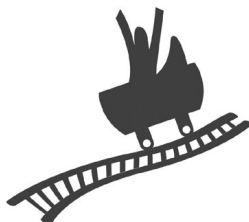
**E** Example (overall text reference)

The writer creates a piece of writing that demonstrates focus on an aspect of the experience and uses key details to describe it, all the result of conferencing, revising and writing multiple drafts.

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

begin section end

WRITING SAMPLE CONTINUES ►



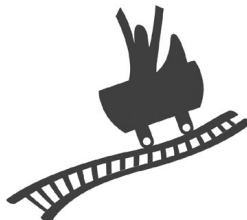
## STANDARDS-BASED COMMENTARY

**C2** churned. **C2** We dropped. My hands flew up. The wind and the great excitement put such a big grin on me it felt like my face was going to snap in half. We went up a small hill for our speed to decrease after our exasperating drop. My heart started to beat regularly and the moment was lost.

I yanked up my shoulder belt jumped out of my seat and spun around 3 times. **D** If I ever went again it would never be the same as the first time around. **D** **G** **E**

**begin** section **end**

END OF WRITING SAMPLE ■

**Language. Grade 5, Standard 1:****F L.5.1.a**

Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.

**F** Examples: 1

The writer switches away from past tense verbs to create looming, hypothetical scenarios that express a state of anxiety and anticipation about what might happen during the ride (*My nerves rose and I panicked—past tense example followed by switch away from past tense—What if we fall backwards? What if I can't breathe? What if my shoulder bar pops up?*).

**Language. Grade 5, Standard 2:****G L.5.2.f**

Spell grade-appropriate words correctly, consulting references as needed.

**G** Example (overall text reference)

The writer spells most words correctly.

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

**Language. Grade 5, Standard 3:****H L.5.3.a**

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**H1** Examples: 1 · 2 · 3 · 4

The writer uses sentences of various structures and lengths to enhance the flow of the narrative (*It was a hot windy day... We got right in line and I felt incredibly anxious... It was our turn... We slowed down before we reached the base of the hill and then up we went.*).

**H2** Examples: 1 · 2

The writer needs further instruction in the conventional use of commas before coordinating conjunctions in compound and compound complex sentences (*I put on a fake smile but I knew my dad could still see fear in my eyes.*).