“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.

Dear Mr. Spinelli
Writing Sample Title:
Dear Mr. Spinelli

Text Type and Purpose: Opinion/Argument
Grade level/Content area: Grade 6 English Language Arts
Type of Assignment: Letter to an Author
Standards Addressed: (W.6.1), (W.6.2), (W.6.4), (W.6.9), (RL.6.1), (RL.6.2), (L.6.2), (L.6.3), (L.6.5)
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:
• Makes a clear claim
• Provides evidence that supports the claim with sophisticated analysis and reflection
• Uses a clever metaphor to provide unity to the sample and clarity to personal reflections and responses
• Addresses task, purpose and audience effectively
• Contains precise language that adds clarity and depth to the writer’s reflections
• Exhibits a sophisticated style, strong voice, and consistent tone
• Analyzes a theme from the source text and establishes the writer’s strong personal connection to it

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 (2011) 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: 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: 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)
Instructional Practices:
The teacher used the following practices: Unknown

Assignment Description:
This letter was written for submission to the national contest, Letters about Literature. The contest invites students to write a letter to an author in response to a work by that author that has particularly impacted them in a personal way. The challenge is for students to write a personal, reflective letter - not a fan letter, book report, or summary.

Intended Audience:
The panel of state and national judges for the Letters about Literature Contest

Time:
Unknown

Writing Process:
Unknown

Materials:
Maniac Magee by Jerry Spinelli

Writing Standards:
Grade 6, Standard 1 (W.6.1)
Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence.
EXAMPLE: A B C

Writing Standards:
Grade 6, Standard 2 (W.6.2)
Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXAMPLE: D

Writing Standards:
Grade 6, Standard 4 (W.6.4)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
EXAMPLE: E

Writing Standards:
Grade 6, Standard 9 (W.6.9)
Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
EXAMPLE: F

Please note:
The samples may contain inaccuracies in wording and content or shortcomings in the use of standard English conventions.
Reading Standards for Literature:
Grade 6, Standard 1 (RL.6.1)
Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
EXAMPLE: F

Reading Standards for Literature:
Grade 6, Standard 2 (RL.6.2)
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
EXAMPLE: G

Language Standards
Grade 6, Standard 2 (L.6.2)
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXAMPLE: H

Language Standards
Grade 6, Standard 3 (L.6.3)
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXAMPLE: I

Language Standards
Grade 6, Standard 5 (L.6.5)
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXAMPLE: J
Dear Mr. Spinelli

Dear Mr. Spinelli,

Hector Street – the long divide.

Until now, I can still imagine a long, wide, and desolate divide because sometimes I feel like I am standing there.

Massachusetts Department of Elementary and Secondary Education
Writing Standards in Action Project
www.doe.mass.edu/candi/wsa
In your novel, Maniac Magee, only a few had the courage to cross from one side to the other. Those were the characters that did not recognize or accept any difference between races.

Outward appearance meant nothing. For Jeffrey Magee and Amanda Beale and her family, the divide was invisible.

Last year, I started wearing a head cover, or hijab. Of course, it was my choice. Naturally, as a Muslim I was excited to cover. I could see myself growing up.

With further strategic references to the metaphor of “the divide,” the writer provides a framework for the development and resolution of her internal debate (Until now, I can still imagine a long, wide, and desolate divide because sometimes I feel like I am standing there... For Jeffrey Magee and Amanda Beale and her family, the divide was invisible... Many times, I wished that my divide was invisible, but as I walk through the mall in my head cover, I sensed the divide... It was like he took a big bite out of the long divide... Realistically, I do not think my divide will disappear anytime soon...).

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

The writer supports the claim with clear reasons (...no one ever told me that others will judge me based on my religious beliefs. Many times I wished that my divide was invisible, but as I walk through the mall in my head cover, I sensed the divide...Sadly, discrimination is real.).

The writer supports the reasons with relevant evidence (...I didn’t know how to interpret the less than friendly stares. Then the comments began; “Aren’t you hot?”...some people went from smiles to disapproval.).
My modesty and identity were all wrapped up in this elegant piece of material. My older friends were already wearing hijab, and they looked so beautiful. Wearing hijab as a young Muslim woman ensures that people will respect me for my mind and not my appearance. There was just one problem; no one ever told me that others will judge me based on my religious beliefs. Many times I wished that my divide was invisible, but as I walk through the mall in my head cover, I sensed the divide. At first I was 

**Writing. Grade 6, Standard 1**
(continued)

C W.6.1.e
Provide a concluding statement or section that follows from the argument presented.

C1 Examples: 1
In a strong concluding statement, the writer acknowledges the influence of Maniac Magee on the hopeful resolution of her internal debate (Realistically, I do not think my divide will disappear anytime soon, but Mr. Spinelli, your courageous story allowed me to see that not all people discriminate. I found hope.).

C2 Examples: 1
The writer ends the letter with a concise statement of how the novel has impacted her perspective on her own circumstances (Now as I look through the crowds, I believe there are some people who mirror the characters in your book. I am always looking for the Jeffrey Magees or the Beales, but no matter who I see, I smile and hope they smile back. Like Maniac, I choose to throw caution to the wind.).
The writer explains her desire to wear hijab (Last year, I started wearing a head cover, or hijab. Of course, it was my choice. Naturally, as a Muslim I was excited to cover... My modesty and identity were all wrapped up in this elegant piece of material. My older friends were already wearing hijab, and they looked so beautiful. Wearing hijab as a young Muslim woman ensures that people will respect me for my mind and not my appearance.)

With precise language, the writer provides clarity and depth both to her explanation of her desire to wear hijab and to her reactions to the harsh judgments of others (...it was my choice... I was excited to cover... all wrapped up in this elegant piece of material... ensures...invisible... innocent... to interpret the less than friendly stares... disapproval.).

In a personal, reflective, appropriately formal letter, the writer coherently expresses to Mr. Spinelli the influence of his novel on the resolution of her internal debate.

Note: Comment refers to the piece as a whole rather than a specific example within the text.
Bar’s chocolate. F1 G2 A2 It was like he took a big bite out of the long divide. A2 G2 F1 Maniac breaks all the rules.

F1 I Actually, he lives by the rules that I believe to be important. I

F2 When you decided to write this story you must have sensed that this was a common problem. F2

G2 C1 A2 Realistically, I do not think my divide will disappear anytime soon, A2 but G1 Mr. Spinelli, your

W.6.9: Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

RL.6.1: Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

F1 F1 Examples: 1 · 2 · 3 · 4

The writer provides explicit textual evidence from Maniac Magee to inform her internal debate and to support her analysis of the novel (Maniac Magee was white... He judged people based on their character alone... he took a big bite out of Mars Bar’s chocolate... Maniac breaks all the rules.).

F2 F2 Examples: 1 · 2 · 3

The writer makes reasonable inferences based on textual evidence from Maniac Magee to advance her internal debate and to develop her analysis of the novel (Those were the characters that did not recognize or accept any difference between races. Outward appearance meant nothing... but I don’t think he ever considered that a problem even while in a black neighborhood... When you decided to write this story you must have sensed that this was a common problem.).
courageous story allowed me to see that not all people discriminate. I found hope. Now as I look through the crowds, I believe there are some people who mirror the characters in your book. I am always looking for the Jeffrey Magees or the Beales, but no matter who I see, I smile and hope they smile back. Like Maniac, I choose to throw caution to the wind.

Thank You,

(writer's name)
Reading Literature, Grade 6, Standard 2 AND Language, Grade 6, Standard 5 (continued)

G2 The writer adeptly employs the metaphor of “the divide” to illustrate the influence of the novel’s theme on her perceptions of and responses to the reactions of some observers to her hijab. The metaphor is modeled on the artificial dividing line of Hector Street in Maniac Magee. (Hector Street - the long divide. Until now, I can still imagine a long, wide, and desolate divide because sometimes I feel like I am standing there... For Jeffrey Magee and Amanda Beale and her family, the divide was invisible... Many times, I wished that my divide was invisible, but as I walk through the mall in my head cover, I sensed the divide... It was like he took a big bite out of the long divide... Realistically, I do not think my divide will disappear anytime soon, but Mr. Spinelli, your courageous story allowed me to see that not all people discriminate. I found hope.).

Language, Grade 6, Standard 2

H L.6.2
Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.

H Overall text reference
The writer’s sophisticated control of the conventions of standard English contributes to the effective style of her letter.

Note: Comment refers to the piece as a whole rather than a specific example within the text.
Language. Grade 6, Standard 3
L.6.3.a
Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

Examples: 1 · 2 · 3 · 4 · 5 · 6 · 7
The writer begins with a purposeful fragment and goes on to mix sentences of varying lengths and types; this contributes to the sophistication of the letter’s style, voice, and tone (Hector Street – the long divide...
Outward appearance meant nothing… Wearing hijab as a young Muslim woman ensures that people will respect me for my mind and not my appearance… At first I was innocent; I didn’t know how to interpret the less than friendly stares… Actually, he lives by the rules that I believe to be important… I found hope… I am always looking for the Jeffrey Magees or the Beales, but no matter who I see, I smile and hope they smile back.).