

“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

(Poetry)

The Rose



Background Information

GRADE
5

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework
for ELA and Literacy (2017)

Writing Sample Title:

Text Type and Purpose: Narrate

Grade level/Content area: Grade 5 English Language Arts

Type of Assignment: Poetry

Standards Addressed: (W.5.3), (L.5.2), (L.5.5)
*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:

- Uses poetic language effectively
- Demonstrates skillful use of poetic techniques such as imagery, rhyme, repetition and poetic language to convey the subtleties of an experience

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 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: 

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)

CONTINUED 



Instructional Practices:

The teacher used the following practices:

- This poem was written during a before-school poetry group run by students

Assignment Description:

None

Intended Audience:

Family members, friends, classmates (poetry group)

Time:

Unknown

Writing Process:

Alone; with peer feedback; topic chosen by student; drafting; revising; self-editing; peer-editing/peer response

Materials:

None

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**

Language Standards:

Grade 5, Standard 2 (L.5.2)

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

EXAMPLE: **C**

Language Standards

Grade 5, Standard 5 (L.5.5)

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

EXAMPLE: **D**

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
5

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework
for ELA and Literacy (2017)

STANDARDS-BASED COMMENTARY

In this sample...

This poem, written voluntarily for a peer audience of fellow poetry enthusiasts, demonstrates a strong awareness of the conventions of descriptive verse and a developing capacity to convey experience through this genre. The writer effectively uses poetic language and techniques to capture the essence of a blooming rose—its delicacy, beauty, and serenity. In addition, the poet’s allusions to the rose’s “evening close” and “open[ing] up again revealing spring” evince a symbolic interpretation of the scene. The piece includes some technical flaws (mostly mechanical), but it shows a clear sense of purpose and budding craftsmanship.

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.

(sketch of three roses)

The Rose

It **B3** rose with a **D1** light tamatoe **B2** skin, **B3** **D1**

A rose with **B3** petles oh so thin, **B2** **B3**

begin section **end**

WRITING SAMPLE CONTINUES ►



Writing. Grade 5, Standard 3:

A W.5.3.d

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

A1 A1 Examples: 1

The writer employs precise language to evoke images in the reader’s mind (*A rose sitting so comfort[ab]ly, Embed[d]ed in pure brown soil*).

A2 A2 Examples: 1

The writer evokes images using multiple senses (*Avo[i]ding movement or sound*).

A3 A3 Examples: 1 • 2

The writer uses alliteration to reinforce imagery (*Perfect pose . . . ruby red rose*).

STANDARDS-BASED COMMENTARY

Sitting there,

A3 Perfect **D3** **B2** pose, **A3** **D3**

One fine day for one **A3** ruby red rose, **A3** **B2**

It **D3** enhances **D3** the area around,

C4 **C2** **A2** Avoiding **C4** movement or sound, **A2**

C2

A1 A rose sitting so comfortably,

D3 **D1** Embedded **D3** in pure brown soil. **A1** **D1**

D2 **C3** Nothing could let this moment spoil, **C3** **D2**

B1 The **C1** delicate **C4** petals **C4** of the rose finally

come to a close,

The day finally comes to an end, **C1**

But worry not, **B1**

Another day will soon be in bloom,

Writing. Grade 5, Standard 3:

(continued)

B W.5.3.g

For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.

B1 B1 Examples: 1

The writer uses a variety of line lengths which gives rhythm to the piece, provides structure to the poem, and allows readers opportunities to pause and reflect on the image created (*The delicate petals of the rose finally come to a close, The day finally comes to an end, But worry not*).

B2 B2 Examples: 1 · 2 · 3

The writer uses rhyme effectively and strategically without forcing it (*skin and thin... pose and rose*).

B3 B3 Examples: 1 · 2 · 3 · 4

The writer repeats phrases that reinforce the image from which the poem flows (*rose with a light tomato skin... petals oh so thin*).

Language. Grade 5, Standard 2:**C L.5.2**

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

C1 C1 Examples: 1

The writer uses subject/verb agreement correctly (*delicate petals ... come to a close; the day... comes to an end*).

Also, please see L.3.1.f .

C2 C2 Examples: 1

The writer follows the poetic convention of capitalizing the first word of each line (*Avo[.]ding movement or sound*).

begin section end

WRITING SAMPLE CONTINUES ►



STANDARDS-BASED COMMENTARY

Where the **B3** rose with a light **C4** tamatoe **C4**

B2 skin, **B3**

And **B3** petles oh so thin **B2** **B3**

Will open up again **D1** reveling spring! **D1**

Language. Grade 5, Standard 2:
(continued)

C3 C3 Examples: 1

The writer uses commas to end most lines, though in some cases periods are needed (*Nothing could let this moment spoil*).

C4 C4 Examples: 1 · 2 · 3

The writer misspells some common words (*tamatoe for tomato, avoding for avoiding; petles for petals*).

Language. Grade 5, Standard 5:

D L.5.5

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

D1 D1 Examples: 1 · 2 · 3

The writer chooses poetic language that fits the topic (*light tomato skin... embed[d]ed in pure brown soil... reve[a]ling spring*).

D2 D2 Examples: 1

The writer uses unconventional word order to create effective rhyme (*Nothing could let this moment spoil*).

D3 D3 Examples: 1 · 2 · 3

The writer uses vocabulary to convey nuances of meaning (*pose; enhances; embe[d]ded*).

begin section end

END OF WRITING SAMPLE ■

