GRADE 7

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.

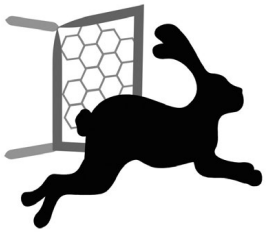
The **Writing Standards *in Action* Project** uses high quality student writing samples to illustrate what performance to grade level standards looks like—in action.

Writing Standards *in Action*

Grade 7
English Language Arts

Narrate
(First Person Narrative)

Massachusetts Department of ELEMENTARY & SECONDARY EDUCATION



The Great Escape—From The Amazing Adventures of Bunny Foo Foo

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

Background Information

GRADE 7

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

Writing Sample Title:

The Great Escape—
From The Amazing Adventures of Bunny Foo Foo

Text Type and Purpose:	Narrate
Grade level/Content area:	Grade 7 English Language Arts
Type of Assignment:	First Person Narrative
Standards Addressed:	(W.7.3), (W.7.4), (L.7.1), (L.7.2), (L.7.3), (L.7.5)

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

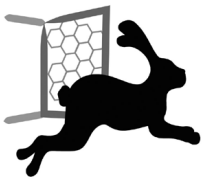
Highlights:

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

The sample:

- Reveals a consistent point of view
- Incorporates vivid verbs
- Displays an appropriately playful tone
- Has a clever title
- Uses dialogue to further the narrative
- Develops a clear sense of the narrator's voice with clever internal monologue
- Includes a strategic variety of sentence structures
- Employs elements of capitalization, punctuation, and spelling for dramatic effect

CONTINUED



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: 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)

Background Information

GRADE 7

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework for ELA and Literacy (2017)

Instructional Practices:

The teacher used the following practices:

- Modeling Edgar Allan Poe's *The Tell-Tale Heart* to illustrate that a writer can create a first person narrator who is not the writer
- Presentation of mini-lessons on point of view, leads, dialogue, and transitions
- Use of an organizer to help with initial planning
- Reading to the class a sample first person story the teacher had written

Assignment Description:

Students were to write a fictional first person account. The goal of the assignment was for the students to realize that an author can create a first person narrator who is not necessarily the author.

Intended Audience:

Teachers and peers

Time:

Information not provided

Writing Process:

Information not provided

Materials:

Graphic organizer, models of first person narrative writing

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.

EXAMPLES: A B C D E

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: G

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: H

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

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

EXAMPLES: I

Language Standards:
Grade 7, Standard 3 (L.7.3)

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

EXAMPLES: F

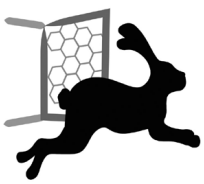
Language Standards:
Grade 7, Standard 5 (L.7.5)

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

EXAMPLES: J

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 7

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

In this sample...

The writer creates a short, playful first person narrative that turns the routine event of feeding a pet into a humorous story about a foiled "great escape." The writer adopts a distinct and separate persona and maintains it consistently. Skillful organization gives the reader a clear picture of the abortive adventure and of the personality of Bunny Foo Foo. Internal monologue as well as precise word choice and imaginative capitalization, punctuation, and spelling make the story particularly engaging and entertaining.

The Great Escape

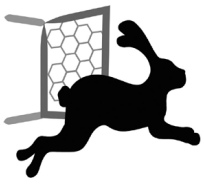
From the Amazing Adventures of

Bunny Foo Foo

C A1 I wake up C and I am J stretched out J underneath my fiddle sticks house, facing out toward the bars of my cage. A1 I wonder when they will be out to bring me a carrot. I stretch and hop outside into my rabbit run around.

begin section end

WRITING SAMPLE CONTINUES



STANDARDS-BASED COMMENTARY

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 7, Standard 3:

A 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.

A1 A1 Examples: 1

The writer establishes early in the story Bunny Foo Foo's first person point of view *(I wake up and I am stretched out underneath my fiddle sticks house, facing out toward the bars of my cage.)*.

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

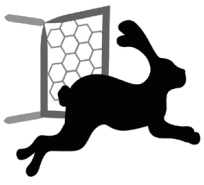
Massachusetts Curriculum Framework for ELA and Literacy (2017)

STANDARDS-BASED COMMENTARY

F Oh! Yay! F H I think I hear them coming with my carrot. H B2 Here they come! Right a-b-o-u-t NOW! Anytime now … wait for it … wait for it … okay, so never mind, maybe it wasn't them. Errrrr! B2 What's taking them so long? It's the same routine every day. A2 I'm starting to get sick of this same old, same old. A2 G I want to have an adventure! G I think I'll escape and run out of the garage when they have my door open. A2 Meanwhile, I'll have my breakfast of dry oatmeal and Bunny 16, with some hay on the side. A2

begin section end

WRITING SAMPLE CONTINUES



Writing. Grade 7, Standard 3: (continued)

A2 **A2 Examples: 1 · 2**

The writer introduces Bunny Foo Foo's enthusiastic and naive character through internal monologue. He yearns for adventure *(I'm starting to get sick of this same old, same old.)*, yet he also recognizes his secure existence *(Meanwhile, I'll have my breakfast of dry oatmeal and Bunny 16, with some hay on the side.)*.

A3 **A3 Examples: 1 · 2 · 3 · 4**

The writer develops Bunny Foo Foo's adventure by means of suspense, rising action, climax, and resolution *(Here is my chance to make the great escape... I hop out of the door of my cage and run for the yard… Swoop, and in an instant I am in the little girl's arms being carried back to the garage… Maybe I do have a better life in the garage...)*.

B **W.7.3.b**

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

B1 **B1 Examples: 1 · 2**

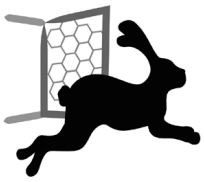
The writer develops Bunny Foo Foo's doubts about the adventure by means of interplay between the little girl's dialogue *(You know there are coyotes, foxes, hawks, and all sorts of things that might try to eat you outside.)* and Bunny Foo Foo's internal musings *(Oh well! So much for the great escape! Maybe next time, though I don't really like the idea of hawks and stuff.)*.

C *A while later:* C They have finally come. H D1 I am now J fiercely nibbling J at the carrot the little girl gave me. H Now she is J cooing J and patting my head. D1 The lady has opened the garage door now to dump the extra hay that fell onto my bottom tray. F Ah! A3 Here is my chance to make the great escape! A3 F The little girl is inside filling my water so no one will notice.

D2 B4 B3 Quick as a rabbit, B3 well… I am a rabbit; D2 A3 I hop out of the door of my cage and run for the yard. A3 Yes! I've made it; I'm free to hop anywhere I want.

begin section end

WRITING SAMPLE CONTINUES



Writing. Grade 7, Standard 3: (continued)

B2 **B2 Examples: 1**

The writer uses inventive capitalization, punctuation, and spelling to depict and pace an event illustrating Bunny's frustration *(Here they come! Right a-b-o-u-t NOW! Anytime now…wait for it…wait for it…okay, so never mind, maybe it wasn't them. Errrrr!).*

B3 **B3 Examples: 1 · 2 · 3**

The writer quickens the pace of the story with short paragraphs that begin with strategically placed key phrases *(Quick as a rabbit… Foo Foo… Oh no!).*

B4 **B4 Examples: 1**

The writer makes strategic use of a combination of short sentences and brief exclamations to portray Bunny's quick movements and great excitement at having escaped *(Quick as a rabbit, well … I am a rabbit; I hop out of the door of my cage and run for the yard. Yes! I've made it; I'm free to hop anywhere I want. Mmm! Smell the fresh air, look at the grass! Oh! This is so exciting!).*

C **W.7.3.c**

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

C **C Examples: 1 · 2 · 3 · 4**

The writer effectively uses temporal words and phrases to sequence events *(I wake up… A while later… in an instant… Maybe next time…).*

Mmm! Smell the fresh air, look at the grass! F Oh! This is so exciting! B4 F

B3 "Foo Foo! B3 F What are you doing, you silly bunny? F The outdoors is no place for you."

B3 Oh no! B3 J D1 A3 Swoop J, and C in an instant C I am in the little girl's arms D1 being carried back to the garage. A3

B1 "You know there are coyotes, foxes, hawks, and all sorts of things that might try to eat you outside. B1 There is no one who will come to pet you, bring a carrot, or clean your litter box."

Writing. Grade 7, Standard 3: (continued)

D W.7.3.d

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.

D1 D1 Examples: 1 · 2

The writer uses vivid verbs to precisely describe characters' actions *(I am now fiercely nibbling at the carrot the little girl gave me. Now she is cooing and patting my head… Swoop, and in an instant I'm in the little girl's arms…)*.

D2 D2 Examples: 1

The writer develops the character of the rabbit and entertains the reader with humor expressed in the rabbit's own thoughts *(Quick as a rabbit, well…I am a rabbit...)*.

E W.7.3.e

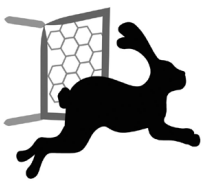
Provide a conclusion that follows from and reflects on the narrated experiences or events.

E E Examples: 1 · 2

The writer fashions a conclusion that provides an ironic summing up of the rabbit's mixed feelings *(So much for the great escape! Maybe next time, though I don't really like the idea of hawks and stuff.)* and that suggests more action to come *(I wonder what I'll do next.)*.

begin section end

WRITING SAMPLE CONTINUES



FRAMEWORK / CONTENT STANDARDS ADDRESSED:

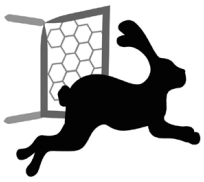
Massachusetts Curriculum Framework for ELA and Literacy (2017)

STANDARDS-BASED COMMENTARY

B1 Oh well! E So much for the great escape! C Maybe next time, C though I don't really like the idea of hawks and stuff. B1 E H A3 Maybe I do have a better life in the garage A3 where people bring me food, clean me, and pat me. H G E I wonder what I'll do next. E G

begin section end

END OF WRITING SAMPLE ■



Language. Grade 7, Standard 3:

F L.7.3.a

Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.

F F Examples: 1 · 2 · 3 · 4

The writer maintains a consistently playful tone *(Oh! Yay… Ah! Here is my chance to make the great escape… Oh! This is so exciting… What are you doing, you silly bunny?)*.

Writing. Grade 7, Standard 4:

G W.7.4

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

G G Examples: 1 · 2

The writer develops a clear plot from beginning *(Did you think that would make him look cool? I want to have an adventure!)* to end *(I wonder what I'll do next.)*.

Language. Grade 7, Standard 1:

H L.7.1.c

Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

H H Examples: 1 · 2 · 3

The writer adds to the overall effect of the narrative by correctly placing within sentences a variety of phrases and clauses *(I think I hear them coming with my carrot… I am now fiercely nibbling at the carrot the little girl gave me… Maybe I do have a better life in the garage where people bring me food, clean me, and pat me.)*.

FRAMEWORK / CONTENT STANDARDS ADDRESSED:

Massachusetts Curriculum Framework for ELA and Literacy (2017)

STANDARDS-BASED COMMENTARY

Language. Grade 7, Standard 2:

I L.7.2

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

I Overall text reference

The writer demonstrates a sophisticated command of standard English capitalization, punctuation, and spelling that enhances the overall effect of the narrative.

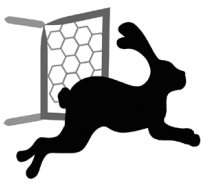
Note: Comment refers to the piece as a whole rather than a specific example within the text.

Language. Grade 7, Standard 5:

J L.7.5.c

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

J J Examples: **1 · 2 · 3 · 4**

The writer uses words with subtle connotations to sharpen the focus of portions of the narrative *(…stretched out… fiercely nibbling... cooing... Swoop…)*.

begin section end