

Grade 6 Informative/Explanatory Writing Standard W.6.2

Grade 6 Informative/Explanatory

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

The Reading/Thinking/Writing Task

Students read the book *Sit-in: How Four Friends Stood Up by Sitting Down*, which tells the story of the Greensboro lunch counter protests during the Civil Rights Movement. The author uses cadence and repetition to relay the feelings and intentions of the participants of these nonviolent protests while also weaving the metaphor of a recipe throughout the book to help define segregation and integration. Students wrote independently to answer the Focusing Question “*How does the final recipe for integration capture the elements in these students’ lives that were needed to succeed?*”

This is a question that requires inferential thinking in deeply understanding the actions of the students during this protest and the philosophies and prior experiences influencing their choices. The author includes a timeline of important dates from the Civil Rights Movement and a summary of the impact of this protest on the movement at large. The writers needed to synthesize knowledge of the historical timeframe from the main text and the supplemental resources supplied in the book with the concept and language of a recipe to form a focused and well-developed essay.

Focus of the Writing Task

How does the final recipe for integration capture the elements in these students’ lives that were needed to succeed?

The Writing Task in the Curriculum

How is it embedded in curriculum/content?

- ★ *Class: 6th grade integrated ELA / social studies curriculum*
 - focus on American history
- ★ *Curriculum unit*
 - unit on slavery and its long-term impact, resulting in the Civil Rights movement of the 1960's
- ★ *Standards*
 - History (C3 Framework): D2.His.1.6-8
 - Reading: RI.6.1, RI.6.4, RI.6.7, RI.6.10
 - Writing: W.6.2, W.6.9, W.6.10

How did students build the knowledge they needed?

- ★ *Text*
 - *Sit-in: How Four Friends Stood Up by Sitting Down* by Andrea and Brian Pinkney
- ★ *Reading and re-reading*
 - teacher read text aloud while students read along in their heads
 - students re-read text independently
 - teacher led creating public notes defining the key terms in the recipe
 - students took notes on text independently

What instructional approaches were used to teach writing?

- ★ *Craft lessons*
 - students had already worked with expository structures (Painted Essay® in many forms and more) including such elements as introductions, transitions and conclusions.
 - students worked as a full group to master flipping a Focusing Question into a Focus Statement.
 - students worked on creating a conclusion that reflected on the significance of the topic
- ★ *Writing approaches*
 - students were reminded of the elements that make up a strong essay, including choosing, introducing and explaining quotes chosen from the text. They then wrote and proofread independently.

What was the timeframe?

2-3 class periods, double periods

Standard W.6.2
Grade 6
Proficient

Integration Recipe

The Greensboro Four are a very brave group. In the picture book How Four Friends Stood Up By Sitting Down by Andrea and Brian Pinkney, four college students went to WoolWorth's lunch counter to get a donut with coffee and cream on the side. But since they were the only black students in WoolWorths they weren't the first ones to get served but they still sat there kindly, quietly, and patiently waiting. They were never served, but others heard about their sit in and joined them, others did their own sit-ins at segregated pools, libraries, and lunch counters. Blacks got beat, whites poured things on their heads but some whites joined them and eventually they got what they wanted they got integration. The final recipe for integration captures the elements in these students' lives that were needed to succeed.

Start with love. This was the first step in the recipe for integration. The four students sat at the lunch counter thinking about what Dr. Martin Luther King Jr had said before "We must meet hate with love" and so they did. No matter how many things were dumped on their heads. No matter how many horrible things were screamed at them. No matter how many foul names they were called they continued to be kind and patient and no matter what was done or said to them they didn't fight back.

Mix black people with white people. This was another step in the recipe for integration. When the four sat at an all white lunch counter they were taking the first step to having sweet justice by mixing whites and blacks together but the whites resisted their move. Making sweet integration was all they wanted. Making integration was the ultimate goal. And when you mix ingredients you can no longer separate them.

Serve immediately. This was the last step to the recipe for integration. This step is especially important because it is saying that this is important and this needs to happen now. Segregation and racism have gone on too long it's time to be rid of it. So finally Ella Baker

formed the SNCC the Student Nonviolent Coordinating Committee to encourage student protests and other students to take a stand. Then everyone was ready to put this into immediate action.

In conclusion, The final recipe for integration captures the elements in these students' lives that were needed to succeed. These four students stood up by sitting down and encouraged other students and blacks to do the same, and to take a stand to all of the segregation and racism in the world. These students made a chain reaction and not only that but they did it all in a positive way. These students started a wave that became a hurricane in history, that nobody could ever forget.

Standard W.6.2
Grade 6
Approaching

Four Friends Stand Up By Sitting Down

The book *“Sit-In: How Four Friends Stood up by Sitting Down”* by Andrea and Brian Pinkney is about four friends who what to help integrate the counters of Woolworth’s Department Store, South Carolina in Feb 1, 1960. Ezell, David Joseph and Franklin were the first of many to help integrate lunch counter. All of these lunch counters were WHITES ONLY. Every day they were joined the struggle. But upon the arrival of many whites, they (the whites) started to begin small riots in the store, so every day was a constant struggle. This consist of getting coffee and ketchup in there face and hair. The authors were very creative in writing the book as a recipe. Start with love, Add conviction, Season with hope and so on and so forth. The final recipe for integration captures the elements in these students lives that were needed for them to succeed.

The first step in integration is start with love. The definition of love is a feeling of strong or constant regard for the dedication to a cause. A affection out of kinship for concern. “We must meet hate with love” –Dr Martin Luther King Junior. This shows that they are determined to integrated lunch counters, pools, parks, etc.

The next ingredient is to add conviction. The definition of conviction is to fully support a cause even when it was tough-Speak or act with confidence as to why you believe so strongly in your cause. “The police officer didn’t know what to do. The students were doing nothing wrong. No crime in sitting. No harm in being quiet.” This shows that they aren’t doing anything wrong and won’t give up.

The next ingredient in the book/recipe is season with hope. The definition of hope is to expect with confidence and to cherish a desire and with great anticipation. “David, Joseph, Franklin and Ezell sat quiet and still. With hearts full of hope.” This means that they have hope to integrated so everyone is together.

In conclusion, these four friends and many others helped integrated lunch counters, pools, libraries etc. They will never be forgotten. In a recipe, each step is crucial to creating the final product or outcome. Steps need to be done in order and correctly. Each part goes into the mix to help you reach your goal. A recipe format can be accessible by children so they understand the story. This act is similar to the bus boycott. This is similar because they are fighting for rights. The final recipe for integration capture the elements in these students lives that were needed for them to succeed.

Standard W.6.2
Grade 6
Beginning

Sitting Down to Stand Up

Throughout the civil rights movement, there were many kinds of protests. Of these many sit-ins were a very effective way of nonviolent protests. One very important sit-in was the Greensboro Woolworth's sit-in. How four college students "Stood Up By Sitting Down". On February second, 1960 David, Joseph, Franklin, and Ezell sat down at a Woolworth's lunch counter and waited for a donut coffee with cream on the side. They were the only black students on the lunch counter they were many times asked to leave but were doing no wrong in citing no injustice by looking grumbly in the tummy even a police officer could do nothing. But others could they served out hatred out and spicy in a spatter of coffee a splash of the milkshake. They would soon be known as the Greensboro four. After a 174 days, they would have their victory and this movement spread like a wildfire from town to town. This was the topic of the book *Sit In How Four Stood Up By Sitting Down* by Andrea and Brian Pinkney. And their recipe for integration showed this in a very distinct way to capture the elements these students used to succeed.

Start With Love

You must have a feeling of strong or constant regard for the dedication to a cause. In this case, a protest to the desegregation of Woolworth's and with Martin Luther King's words at they had an enough love for this cause to persevere through anything. This is why love was such an important part of this recipe.

Fold in change

The change means: To make a big difference or difference in perspective. So in this recipe change is needed because some people are not ready for the new mix of integration. Also to change the world's perspective was the ultimate goal, and to achieve that many people need to change including them.

Bake until golden

Gold is often thought of as the perfect color in baking. And if you need integration you need it perfectly done. And cooked all the way through for everyone's benefit.

Although they faced hatred they persevered through everything and won the desegregation of Woolworth's lunch counter. Although they started out as some hungry college student there love for the cause, ability to change themselves and others and their perseverance to keep fighting until the recipe of integration was golden brown insures that everything will be perfectly and splendid for the new integrated country. Their plan for integrating could only be shown as a recipe so that even children can see the importance of this cause.

Standard W.6.2
Grade 6
Exceeds

Four Friends

Andrea and Brian Pinkney wrote a picture book about the sittin at the Woolworth's lunch counter in Greensboro, North Carolina called *Sit in: How Four Friends Stood Up by Sitting Down*. On February 1, 1960 four friends named David, Joseph, Franklin, and Ezell took a seat at an all White lunch counter at the Woolworth's Department Store. Soon more students came. Black and White college kids sitting together for a cause, doing nothing but studying, reading and ordering a doughnut and coffee with cream on the side. At first they were ignored, then they were abused, finally they were arrested but they did not give up, they did not give in, they waited silently not fighting back until Woolworth's lunch counter was integrated on July 25, 174 days later. The recipe for integration is simple and it captures the elements in these students lives that were needed for them to succeed.

Start with love. This was the first step. Love is a feeling of strong or constant regard for the dedication to a cause. They had so much love and dedication to their cause that they were able to sit tall and proud while insults, abuse, and hatred thrown upon their heads. They store owners and patrons threw coffee down the backs and faces, milkshakes dumped on their heads, pepper thrown in their eyes. The Black and White students knew that their cause was right and they were dedicated to it. They held Martin Luther King Jr.'s words close in their hearts "Meet hate with love" and "Be loving enough to absorb evil".

Add conviction. Conviction is the second step and what kept them going. Conviction is to fully support a cause and not give up even when things get tough, conviction is when you speak or act with confidence, as to why you believe so strongly in that cause. The students stayed patient and quiet despite being ignored and abused. They had to act confident even if they weren't. They might have wanted to fight but they didn't, they stayed nonviolent. They stayed on the path to integration and were not swayed.

Season with hope. Hope is the third step and what kept them optimistic. Hope is to expect with confidence, to cherish a desire with great anticipation, being optimistic, expectant, and positive until you reach your goal. As the book says "They sat in silence. With hearts full of hope." This is in all senses, true. The students hoped for change, they hoped to be equal, they

hoped that integration would come to America. They worked hard even knowing that their efforts may be in vain. The Black students may have known that their efforts would come up fruitless but they had hope in their hearts and they stayed strong.

Extra faith to flavor. Step number four is faith, it kept them believing in their cause. Faith is a belief without actual, physical, tangible proof about an idea or a person. The Black students believed and stayed true to the nonviolent protest idea. Their faith in this difficult situation helped them keep going and not fight back. Even when they were arrested for loafing they went willingly and kept their faith that nonviolent ways would win over segregation. They kept the faith that their peace would end segregation and begin a new age, an age of equality and integration.

Mix Black people with White people. The fifth step is about integrating the people. Mixing Black people and White people was one of their most important goals and one of the most important parts in this recipe. Without mixing Black people with White Even when the White patrons at Woolworth's refused and even abused the Black students, somehow integration won. They sat in at an all White lunch counter and refused to go away. Just like in an actual recipe once things are mixed they can never be separated.

Let unity stand. The sixth step is unity, it kept them together through tough times. Unity is when many parts or people come together as one or to achieve a goal. When two or more perspectives that join one another to work towards a common goal. A group of people in harmony. The students inspired others to join the protests and create their own protests. They inspired people to protest at pools, libraries, buses, parks and other public places. The Black students actions caused a ripple effect. People began to take notice, White people joined the cause for integration.

Fold in change. Change is the seventh step, changing mindsets and ways of life. Change is in its simplest form: to make different. Something has to be different after it occurs. It changes a lot, affects many people. Effects of change has a significant impact on large groups of people. The first step in change was to sit in at the Woolworth's lunch counter. After that protests started up all over the country, in Hampton, Virginia; Montgomery, Alabama; Atlanta, Georgia and many other southern towns. Soon the civil rights act became a law so that segregation would not be allowed and there would be equality for all.

Sprinkle with dignity. Step eight is dignity, keeping them proud and loyal. Dignity is to be esteemed, honored, worthy, and to show respect. To show good manners, be proud, respected, and have high ranking. The students wore their best clothes, they were very polite and quiet. Martin Luther King Jr.'s word led them "Demonstrate... calm dignity." Because they kept their dignity people came to recognize that they were serious about their cause. The Whites had get on the program and realize that these Black students would not be swayed.

Bake until golden. Gold is seen to be the perfect color. Therefore baking until golden would signify all being good. The Black students sat and waited and wanted until they got what they wanted. **Serve immediately.** The tenth and final step is speed. This is to show what they want and when they want it. The Black community didn't want to just have integration sometime they wanted it now. Ella Baker formed Student Nonviolent Coordinating Committee or SNCC to help other college students start and join protests so they could get what they wanted.

Those four friends, David, Joseph, Franklin, and Ezell, started it all. They sat at an all white lunch counter and ordered a doughnut and coffee with cream on the side. They sat and waited and wanted until they got what they ordered, although a doughnut and coffee with cream on the side is not all they ordered, they ordered integration a big heaping plate of it. The final recipe for integration captures the elements in these students' lives that were needed for them to succeed. In a recipe each step is crucial in creating the final product outcome. Steps need to come in order and be done correctly. Each part goes into a whole to help you reach your goal. A recipe format can be accessible to children and easy to understand.

Standard W.6.2
Grade 6
Proficient

Integration Recipe

The Greensboro Four are a very brave group. In the picture book How Four Friends Stood Up By Sitting Down by Andrea and Brian Pinkney, four college students went to WoolWorth’s lunch counter to get a donut with coffee and cream on the side. But since they were the only black students in WoolWorths they weren’t the first ones to get served but they still sat there kindly, quietly, and patiently waiting. They were never served, but others heard about their sit in and joined them, others did their own sit-ins at segregated pools, libraries, and lunch counters. Blacks got beat, whites poured things on their heads but some whites joined them and eventually the got what they wanted they got integration. The final recipe for integration captures the elements in these students’ lives that were needed to succeed.

Start with love. This was the first step in the recipe for integration. The four students sat at the lunch counter thinking about what Dr. Martin Luther King Jr had said before “We must meet hate with love” and so they did. No matter how many things were dumped on their heads. No matter how many horrible things were screamed at them. No matter how many foul names they were called they continued to be kind and patient and no matter what was done or said to them they didn’t fight back.

Introduces the topic clearly: the writer gives appropriate context and background details which summarize the issue/topic for a reader.

The writer **previews what is to follow** by stating a main idea/focus that responds directly and appropriately to the thinking required by the prompt.

Organizes ideas, concepts and information using categories and definitions: the writer organizes by selected recipe steps and connects the ideas in the steps to the success of the protests.

Uses appropriate, varied transitions to clarify relationships among ideas and concepts: the writer connects ideas both between and within paragraphs.

Mix black people with white people. This was another step in the recipe for integration. When the four sat at an all white lunch counter they were taking the first step to having sweet justice by mixing whites and blacks together but the whites resisted their move. Making sweet integration was all they wanted. Making integration was the ultimate goal. And when you mix ingredients you can no longer separate them.

Develops topic with appropriate, relevant facts, definitions, concrete details and quotations, uses precise language and domain-specific vocabulary in evidence from the text to inform about the topic and elaborate on what it took for the protestors to succeed

Serve immediately. This was the last step to the recipe for integration. This step is especially important because it is saying that this is important and this needs to happen now. Segregation and racism have gone on too long it's time to be rid of it. So finally Ella Baker formed the SNCC the Student Nonviolent Coordinating Committee to encourage student protests and other students to take a stand. Then everyone was ready to put this into immediate action.

Provides analysis of relevant content: the writer explains/analyzes the evidence in well-connected paragraphs.

In conclusion, The final recipe for integration captures the elements in these students' lives that were needed to succeed. These four students stood up by sitting down and encouraged other students and blacks to do the same, and to take a stand to all of the segregation and racism in the world. These students made a chain reaction and not only that but they did it all in a positive way. These students started a wave that became a hurricane in history, that nobody could ever forget.

Establishes and maintains a strong formal style and tone balanced with personal expression of thoughts and connections

Attempts to **provide analysis of relevant content:** the writer does not connect these details as closely as they should be to the thesis/focus of the four students but wraps-up the paragraph successfully by connecting the recipe step as a whole to the thesis/focus.

Provides an insightful and deep **concluding section that follows from and supports the information presented,** including above grade-level reflection expressed with **domain-specific and precise vocabulary**

Final Thoughts
(Gr 6 Informative: Proficient)

Overall, this essay shows solid understanding of the topic, the ways the recipe written in the text exemplifies the elements necessary for the success of these protests. The writer sticks consistently to that focus, supplying and paraphrasing evidence from the text read at an appropriate 6th grade level.

The writer uses the recipe consistently as the organizing principle of the essay, clarifying meaning with creative transitions between and within paragraphs (*No matter, So finally*). The writer chooses vocabulary that is precise (*foul names, patient*) and domain-specific (*segregation, racism*) to reflect and finally leave the reader considering the big idea of the essay deeply. There is an emphasis on analysis throughout that successfully illuminates the thesis/focus and makes the writer's thinking easy to follow.

A Word about Language and Conventions
(Gr 6 Informative: Proficient)

Control of Conventions: Although there are some errors, the writer shows *overall control* over grade-level language and conventions.

Standard W.6.2
Grade 6
Approaching

Four Friends Stand Up By Sitting Down

The book “*Sit-In: How Four Friends Stood up by Sitting Down*” by Andrea and Brian Pinkney is about four friends who what to help integrate the counters of Woolworth’s Department Store, South Carolina in Feb 1, 1960. Ezell, David Joseph and Franklin were the first of many to help integrate lunch counter. All of these lunch counters were WHITES ONLY. Every day they were joined the struggle. But upon the arrival of many whites, they (the whites) started to begin small riots in the store, so every day was a constant struggle. This consist of getting coffee and ketchup in there face and hair. The authors were very creative in writing the book as a recipe. Start with love, Add conviction, Season with hope and so on and so forth. The final recipe for integration captures the elements in these students lives that were needed for them to succeed.

The first step in integration is start with love. The definition of love is a feeling of strong or constant regard for the dedication to a cause. A affection out of kinship for concern. “We must meet hate with love” – Dr Martin Luther King Junior. This shows that they are determined to integrated lunch counters, pools, parks, etc.

Introduces the topic: the writer gives appropriate context which summarizes the issue/topic for a reader. However, there are factual errors (North not South Carolina was the setting) and some language choices make parts unclear.

Establishes and maintains a formal style

Uses some **precise language and domain-specific vocabulary to inform about or explain the topic** (*integrate, constant struggle*)

The writer **previews what is to follow** by stating a main idea/focus that responds directly and appropriately to the thinking required by the prompt.

Organizes ideas, concepts and information using categories and definitions: the writer organizes by selected recipe steps and defines the key terms in each step.

The writer begins to **develop topic with appropriate definitions, concrete details and quotations** from the text to inform about the topic. However, the elaboration/analysis is basic and brief, and does not clearly reveal the writer’s thinking in terms of the prompt.

The next ingredient is to add conviction. The definition of conviction is to fully support a cause even when it was tough-Speak or act with confidence as to why you believe so strongly in your cause. “The police officer didn’t know what to do. The students were doing nothing wrong. No crime in sitting. No harm in being quiet.” This shows that they aren’t doing anything wrong and won’t give up.

Attempts to **provide analysis of relevant content**: the writer includes a brief reflection/analysis of each ingredient and begins to elaborate on the relevance and importance of each element to the success of the protests.

Here, the topic of the paragraph, quote and analysis do not quite fit together to convey a solid idea. The writer does not make the connections within the section clear but does maintain the focus of the four students.

The next ingredient in the book/recipe is season with hope. The definition of hope is to expect with confidence and to cherish a desire and with great anticipation. “David, Joseph, Franklin and Ezell sat quiet and still. With hearts full of hope.” This means that they have hope to integrated so everyone is together.

Uses some appropriate transitions to clarify relationships among ideas and concepts: the writer connects ideas between paragraphs, though not in varied ways. Within paragraphs, the definitions are introduced clearly but using the same words each time. The writer does not include transitions to clarify the quotations chosen. Elaboration is transitioned to using similar sentence starters each time, but it is clear when the analysis is starting.

In conclusion, these four friends and many others helped integrated lunch counters, pools, libraries etc. They will never be forgotten. In a recipe, each step is crucial to creating the final product or outcome. Steps need to be done in order and correctly. Each part goes into the mix to help you reach your goal. A recipe format can be accessible by children so they understand the story. This act is similar to the bus boycott. This is similar because they are fighting for rights. The final recipe for integration capture the elements in these students lives that were needed for them to succeed.

Provides a concluding section that follows from and supports the information presented: the writer restates the main idea and attempts to reflect on the thesis/focus. This reflection shows reliance on class notes and the idea of the connection to the bus boycott is not closely enough related to the rest of the paragraph to support the thinking here.

Final Thoughts
(Gr 6 Informative: Approaching)

Overall, this piece shows some understanding of the topic, the ways the recipe written in the text exemplifies the elements necessary for the success of these protests. The writer sticks consistently to that focus, and is beginning to include the details (quotes, definitions) in support of the focus that are expected at the 6th grade level. The writer maintains a clear and consistent structure throughout the essay in that each body paragraph includes a topic sentence, definition, quote and elaborative sentence. This clarifies the thinking progression for the reader and demonstrates proficient understanding of the role of each part of a well-formed essay.

Next steps in moving towards grade-level proficiency for this writer would be to build on the level of analysis seen here. The writer includes some reflection in appropriate places, but this does not go far enough in showing the thinking of the writer or connecting to and deepening the focus. Developing this aspect of writing would also lessen the reliance of this writer on shared notes for elaboration.

A Word about Language and Conventions
(Gr 6 Informative: Approaching)

Partial Control of Conventions: Although the writer has some control over language and conventions, the student could benefit from instruction in the following skills:

- word choice
- suffix usage for tense and part of speech
- formatting—titles, lists, quotes

Standard W.6.2
Grade 6
Beginning

Sitting Down to Stand Up

Throughout the civil rights movement, there were many kinds of protests. Of these many sit-ins were a very effective way of nonviolent protests. One very important sit-in was the Greensboro Woolworth's sit-in. How four college students "Stood Up By Sitting Down". On February second, 1960 David, Joseph, Franklin, and Ezell sat down at a Woolworth's lunch counter and waited for a donut coffee with cream on the side. They were the only black students on the lunch counter they were many times asked to leave but were doing no wrong in citing no injustice by looking grumbly in the tummy even a police officer could do nothing. But others could they served out hatred out and spicy in a spatter of coffee a splash of the milkshake. They would soon be known as the Greensboro four. After a 174 days, they would have their, victory and this movement spread like a wildfire from town to town. This was the topic of the book *Sit In How Four Stood Up By Sitting Down* by Andrea and Brian Pinkney. And their recipe for integration showed this in a very distinct way to capture the elements these students used to succeed.

Introduces the topic: the writer gives appropriate context which summarizes the issue/ topic for a reader. However, there are factual errors (Feb. 1 not Feb.2) and some language choices and sentence fragments make parts unclear.

Establishes and maintains a formal style

The writer uses some **precise language and domain-specific vocabulary to inform about or explain the topic.** However, some vocabulary is incorrectly or unclearly used.

The writer **previews what is to follow** by stating a main idea/focus that responds directly and appropriately to the thinking required by the prompt.

Organizes ideas, concepts and information using categories and definitions: the writer organizes by selected recipe steps, **using formatting to aid comprehension** and defines the key terms in each step.

Start With Love

You must have a feeling of strong or constant regard for the dedication to a cause. In this case, a protest to the desegregation of Woolworth's and

with martin Luther king's words at they had an enough love for this cause to persevere through anything. This is why love was such an important part of this recipe.

Fold in change

The change means: To make a big difference or difference in perspective. So in this recipe change is needed because some people are not ready for the new mix of integration. Also to change the world's perspective was the ultimate goal, and to achieve that many people need to change including them.

Bake until golden

Gold is often thought of as the perfect color in baking. And if you need integration you need it perfectly done. And cooked all the way through for everyone's benefit.

Although they faced hatred they persevered through everything a won the desegregation of Woolworth's lunch counter. Although they started out as some hungry college student there love for the cause, ability to change themselves and others and their perseverance to keep fighting until the recipe of ingratiation was golden brown insures that everything will be perfectly and splendid for the new integrated country. There plan for integrating could only be shown as a recipe so that even children can see the importance of this cause.

The writer attempts to **provide analysis of relevant content**. However, the quote referenced is not included and the wrap-up sentence is not justified nor built to by the ideas written in the rest of the section.

The writer begins to **develop topic with appropriate definitions and concrete details** from the text to inform about the topic.

Uses some **appropriate transitions to clarify relationships among ideas and concepts**: the writer begins to connect ideas within paragraphs.

Here, the writer attempts to **develop the topic with appropriate definitions** but does not clearly express a complete idea related to the thesis/focus and does not **provide analysis of relevant content** to help the reader understand the information and examples presented.

Provides a concluding section that follows from and supports the information presented: despite language interference, the writer successfully reflects on the thesis/focus and reiterates the main ideas in ways that deepen the lessons of the essay. The last sentence takes away from this success as it heavily reflects shared notes from the class.

Final Thoughts
(Gr 6 Informative: Beginning)

Overall, this piece shows some understanding of the general topic, the ways the recipe written in the text exemplifies the elements necessary for the success of these protests. The writer sticks consistently to that focus, and attempts to use a predictable structure to support the main ideas by including formatting.

The student is beginning to analyze the details included but does not reach the level of proficiency for the 6th grade. This inconsistency and brevity of analysis is related to a general lack of evidence from the text in the forms of concrete details, relevant facts, and quotations. Without selecting appropriate ideas from the text to convey concepts and information, providing analysis in support of the thesis/focus becomes untenable. In addition, the student appears to lack the flexibility and facility with language needed to be able to successfully explain the meaning of the recipe metaphor, relying on examples from the metaphor itself and directly from the text to explain ideas instead of creating individualized phrases to confirm understanding and deepen the concepts for the reader. This lack of language control affects the proficiency of the essay and limits the meaning and understanding clear to the reader.

This writer would benefit from explicit instruction in the selection and analysis of details related to a focus, along with guided work with models and structured chances to orally process ideas.

A Word about Language and Conventions
(Gr 6 Informative: Beginning)

Partial Control of Conventions: Although the writer has some control over language and conventions, the student could benefit from instruction in the following skills:

- use of commas and periods
- sentence fragments
- run-on sentences
- word choice
- formatting—quotes, titles
- spelling
- capitalization

Standard W.6.2
Grade 6
Exceeds

Four Friends

Andrea and Brian Pinkney wrote a picture book about the sittin at the Woolworth's lunch counter in Greensboro, North Carolina called *Sit in: How Four Friends Stood Up by Sitting Down*. On February 1, 1960 four friends named David, Joseph, Franklin, and Ezell took a seat at an all White lunch counter at the Woolworth's Department Store. Soon more students came. Black and White college kids sitting together for a cause, doing nothing but studying, reading and ordering a doughnut and coffee with cream on the side. At first they were ignored, then they were abused, finally the were arrested but they did not give up, they did not give in, they waited silently not fighting back until Woolworth's lunch counter was integrated on July 25, 174 days later. The recipe for integration is simple and it captures the elements in these students lives that were needed for them to succeed.

Start with love. This was the first step .Love is a feeling of strong or constant regard for the dedication to a cause. They had so much love and dedication to their cause that they were able to sit tall and proud while insults, abuse, and hatred thrown upon their heads. They store owners and patrons threw coffee down the backs and faces, milkshakes dumped on their heads, pepper thrown in their eyes. The Black and White students knew that their cause was right and they were dedicated to it.

Includes a thoughtful title that is referred to throughout the essay

Introduces the topic clearly: the writer gives appropriate context which summarizes the issue/topic for a reader.

Establishes and maintains a strong formal style. The writer also writes in a personalized tone/voice that reflects the influence of the cadence and style used in the text.

The writer **previews what is to follow** by stating a main idea/focus that responds directly and appropriately to the thinking required by the prompt.

Organizes ideas, concepts and information using categories: the writer organizes by each recipe step and connects the ideas in the steps to the success of the protests.
Uses formatting to aid comprehension

Develops the topic with definitions: the writer consistently and deeply defines each key term in the sections, and specifically relates these to the actions and feelings of the four students.

They held Martin Luther King Jr.'s words close in their hearts "Meet hate with love" and "Be loving enough to absorb evil".

Add conviction. Conviction is the second step and what kept them going. Conviction is to fully support a cause and not give up even when things get tough, conviction is when you speak or act with confidence, as to why you believe so strongly in that cause. The students stayed patient and quiet despite being ignored and abused. They had to act confident even if they weren't. They might have wanted to fight but they didn't, they stayed nonviolent. They stayed on the path to integration and were not swayed.

Season with hope. Hope is the third step and what kept them optimistic. Hope is to expect with confidence, to cherish a desire with great anticipation, being optimistic, expectant, and positive until you reach your goal. As the book says "They sat in silence. With hearts full of hope." This is in all senses, true. The students hoped for change, the hoped to be equal, they hoped that integration would come to America. They worked hard even knowing that their efforts may be in vain. The Black students may have known that their efforts would come up fruitless but they had hope in their hearts and they stayed strong.

Extra faith to flavor. Step number four is faith, it kept them believing in their cause. Faith is a belief without actual, physical, tangible proof about an idea or a person. The Black students believed and stayed true to the nonviolent protest idea. Their faith in this difficult situation

Develops topic with quotations, uses precise language and domain-specific vocabulary in evidence from the text to inform about the topic and elaborate on what it took for the protestors to succeed

Uses extensive precise language and domain-specific vocabulary in evidence from the text throughout the essay to inform and analyze

Develops topic in depth with quotations; provides thoughtful analysis of the application of the quotes to the protest situation and historical context

The writer wraps-up each section and relates back to the thesis/focus.

helped them keep going and not fight back. Even when they were arrested for loafing they went willingly and kept their faith that nonviolent ways would win over segregation. They kept the faith that their peace would end segregation and begin a new age, an age of equality and integration.

Mix Black people with White people. The fifth step is about integrating the people. Mixing Black people and White people was one of their most important goals and one of the most important parts in this recipe. Without mixing Black people with White Even when the White patrons at Woolworth's refused and even abused the Black students, somehow integration won. They sat in at an all White lunch counter and refused to go away. Just like in an actual recipe once things are mixed they can never be separated.

Let unity stand. The sixth step is unity, it kept them together through tough times. Unity is when many parts or people come together as one or to achieve a goal. When two or more perspectives that join one another to work towards a common goal. A group of people in harmony. The students inspired others to join the protests and create their own protests. They inspired people to protest at pools, libraries, buses, parks and other public places. The Black students actions caused a ripple effect. People began to take notice, White people joined the cause for integration.

Fold in change. Change is the seventh step, changing mindsets and ways of life. Change is in its simplest form: to make different. Something has to be different after it occurs. It changes a lot, affects many

Uses appropriate, varied transitions to clarify relationships among ideas and concepts: the writer connects ideas both between and within paragraphs.

Develops topic in depth **with appropriate, relevant facts and concrete details;** **provides thoughtful analysis**

people. Effects of change has a significant impact on large groups of people. The first step in change was to sit in at the Woolworth's lunch counter. After that protests started up all over the country, in Hampton, Virginia; Montgomery, Alabama; Atlanta, Georgia and many other southern towns. Soon the civil rights act became a law so that segregation would not be allowed and there would be equality for all.

The writer carefully chooses where to include each fact and avoids repetition.

Sprinkle with dignity. Step eight is dignity, keeping them proud and loyal. Dignity is to be esteemed, honored, worthy, and to show respect. To show good manners, be proud, respected, and have high ranking. The students wore their best clothes, they were very polite and quiet. Martin Luther King Jr.'s word led them "Demonstrate...calm dignity.". Because they kept their dignity people came to recognize that they were serious about their cause. The Whites had get on the program and realize that these Black students would not be swayed.

Conveys concepts through the selection and analysis of relevant content: the writer skillfully selects quotes from the text to reinforce and illustrate main points.

Bake until golden. Gold is seen to be the perfect color. Therefore baking until golden would signify all being good. The Black students sat and waited and wanted until they got what they wanted. **Serve immediately.** The tenth and final step is speed. This is to show what they want and when they want it. The Black community didn't want to just have integration sometime they wanted it now. Ella Baker formed Student Nonviolent Coordinating Committee or SNCC to help other college students start and join protests so they could get what they wanted.

The writer demonstrates stamina and control over extended discourse in analyzing all 10 steps in the recipe in the text.

Those four friends, David, Joseph, Franklin, and Ezell, started it all. They sat at an all white lunch counter and ordered a doughnut and coffee with cream on the side. They sat and waited and wanted until they got what they ordered, although a doughnut and coffee with cream on the side is not all they ordered, they ordered integration a big heaping plate of it. The final recipe for integration captures the elements in these students' lives that were needed for them to succeed. In a recipe each step is crucial in creating the final product or outcome. Steps need to come in order and be done correctly. Each part goes into a whole to help you reach your goal. A recipe format can be accessible to children and easy to understand.

Provides a concluding section that follows from and supports the information presented: the writer returns to the four friends, reminding us of the title of the essay and the central message of the piece.

The writer reflects and reiterates the thesis/focus. Although there is some digression at the end and an attempt at including some ideas from class notes, detracting from the end rather than adding to a deep lesson to conclude, all the information in the conclusion is related to the topic.

Final Thoughts (Gr 6 Informative: Exceeds)

Overall, this piece exceeds the standard for proficient for 6th grade. It meets all the criteria for proficient, showing solid understanding of the topic, the ways the recipe written in the text exemplifies the elements necessary for the success of these protests. The writer demonstrates the ability to utilize specific examples and precise language in elaborating on a topic at length and with considerable depth of analysis, to a degree that is unusual in independent work at this grade level. All of this thinking is done within a clear structure that makes the thinking easy for the reader to follow.

In addition, the essay exceeds the standard in several more ways. There are a number of places containing impressive insight (*despite being ignored/people came to recognize*), indicating a deep understanding of rich classroom content. Also, the writer clearly connects the recipe steps, definitions of key concepts and facts about the sit-in and Civil Rights Movement in support of a carefully and cohesively maintained focus. Finally, the writer links ideas by thought and clear language in such a way that illuminates how the big ideas relate, and deepens the message of the central points the writer is making.

A Word about Language and Conventions (Gr 6 Informative: Exceeds)

Control of Conventions: Although there are some errors (sentence fragments, person-number agreement, homophone usage such as *there, their, they're*), the writer shows *overall control* over grade-level language and conventions.