

# Primary Writing – Written Products

## Examples

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**Example 1.** Rubric for Descriptive Paragraph

**Descriptive Paragraph**

<b>Critical Attribute</b>	<b>You</b>	<b>Teacher</b>
<b>(Organization)</b>		
1. The first sentence tells what is being described.	<b>Yes No</b>	<b>Yes No</b>
2. All the other sentences tell more about what is being described	<b>Yes No</b>	<b>Yes No</b>
<b>(Sentences)</b>		
4. Complete sentences are used.	<b>Yes No</b>	<b>Yes No</b>
5. The sentences begin with different words.	<b>Yes No</b>	<b>Yes No</b>
6. The sentences vary in length.	<b>Yes No</b>	<b>Yes No</b>
<b>(Word choice)</b>		
7. Descriptive words are used.	<b>Yes No</b>	<b>Yes No</b>
8. Overused words (e.g., nice, big, little) have been replaced with more precise or interesting words.	<b>Yes No</b>	<b>Yes No</b>
<b>(Content)</b>		
9. The description paints a clear and accurate picture of what is being described.	<b>Yes No</b>	<b>Yes No</b>
10. The description is easy for the reader to understand.	<b>Yes No</b>	<b>Yes No</b>

**Example 1 continued**    Descriptive Paragraph

**It was dusk when we entered the tiny grocery store on the edge of the deserted road. The store was lit by a single bulb hanging near the entrance. The aisles in the store were narrow allowing only one shopper at a time. Ancient wooden shelves lining the aisles were cluttered with dust-covered cans and boxes. Yellowed labels on the cans held the secret of the store.**

## **Writing Process**

**Prewriting**

**Drafting**

**Revising**

**Editing**

**Postwriting**

## Writing Process

<b>Prewriting</b>	<p><b>Prepare</b>  T = Topic  A = Audience  P = Purpose</p> <p><b>Generate Ideas</b>  Think  Brainstorm with Others  Research</p>	<p><b>Organize</b>  Writing Frames  Strategies  Think Sheets  Graphic Organizers</p>
<b>Drafting</b>	<p><b>Transcribe</b>  Take ideas and transcribe into:  <b>complete sentences</b> that vary in length and complexity,  <b>well organized paragraphs</b> with topic sentences and supportive details and facts, and  <b>longer written products</b> with coherent beginnings and endings.</p>	
<b>Revising</b>	<p><b>Revise</b> to improve writing based on the rubric and/or the traits that have been emphasized:</p> <p><b>Ideas</b>  <b>Organization</b>  <b>Word Choice</b>  <b>Sentence Fluency</b>  <b>Voice</b></p>	
<b>Editing</b>	<p><b>Edit</b> writing for conventions including:</p> <p><b>Spelling</b>  <b>Capitalization</b>  <b>Punctuation</b>  <b>Grammar</b></p>	
<b>Postwriting</b>		

**Example 2: Writing Frames for Emerging Writers**

My favorite city is \_\_\_\_\_.

This city is located in the state of \_\_\_\_\_.

I like this city because \_\_\_\_\_

\_\_\_\_\_.

One of my favorite things to do in this city is

\_\_\_\_\_.

Another activity that I enjoy in \_\_\_\_\_

is \_\_\_\_\_

\_\_\_\_\_.

1.

### My Favorite Dinner

If I could have my favorite dinner, these are the foods I would pick. First, I would pick \_\_\_\_\_ because \_\_\_\_\_.

Next, I would select \_\_\_\_\_. I also like \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_.

I would be thrilled to have this dinner.

2

### The Perfect Outfit

If I could pick my perfect outfit, it would include these things. First of all, my outfit would include \_\_\_\_\_.

\_\_\_\_\_.

Equally important, I would wear \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_.

Finally, I would add \_\_\_\_\_ to my outfit. I will look terrific in this outfit.

**3. My Best Friend**

\_\_\_\_\_ is my best friend for a number of reasons.

First of all, \_\_\_\_\_ is my best friend

because \_\_\_\_\_.

Also \_\_\_\_\_ is \_\_\_\_\_

\_\_\_\_\_

In addition, \_\_\_\_\_ is my best friend because

\_\_\_\_\_.

I am so lucky to have \_\_\_\_\_ as a friend.

**4. My Favorite Place**

\_\_\_\_\_ is my favorite place.

One reason is that \_\_\_\_\_

\_\_\_\_\_.

Another reason is that \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_ is also my favorite place because

\_\_\_\_\_.

There is no place as wonderful as \_\_\_\_\_.

**5. Good Readers**

**There are many reasons for being a good reader. One important**

**reason to be a good reader is \_\_\_\_\_**

\_\_\_\_\_.

**Another important reason to become a good reader is \_\_\_\_\_**

\_\_\_\_\_.

**This is important because \_\_\_\_\_**

\_\_\_\_\_.

**Being a good reader takes time but it is worth it.**

**6. Be Nice**

**People should be nice to each other for a number of reasons.**

**One reason to be nice is \_\_\_\_\_**

\_\_\_\_\_.

**Another important reason to be nice is \_\_\_\_\_**

\_\_\_\_\_.

**The world would be different if everyone tried to be nice.**

**7. Summer Activities**

**In the summer, I enjoy these activities. First, I love to**  
\_\_\_\_\_  
**Next, I really enjoy** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_. **Finally, in the summer I like to**  
\_\_\_\_\_  
\_\_\_\_\_. **Summer is**  
**a great time of the year.**

**8. Improve our World**

**These are three things that people could do to improve our world.**  
**To begin people could** \_\_\_\_\_  
\_\_\_\_\_.  
**People could also** \_\_\_\_\_  
\_\_\_\_\_.  
**Finally, to make the world better, people could** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**9. Anger Gone**

**When your best friend is angry with you, try the following things.**

**First, you might** \_\_\_\_\_  
\_\_\_\_\_.

**After that you might** \_\_\_\_\_  
\_\_\_\_\_.

**Later on you might also** \_\_\_\_\_  
\_\_\_\_\_.

**If you do all of this, your friend will not be mad for long.**

**10. Lost Pet**

**If you lost your dog or cat, you could try these things .**

**First, you could** \_\_\_\_\_  
\_\_\_\_\_.

**Second, you could** \_\_\_\_\_  
\_\_\_\_\_.

**This might help because** \_\_\_\_\_  
\_\_\_\_\_.

**Third, you could also** \_\_\_\_\_.

11.

### A New Friend

If you wanted someone to be your new friend, you could do these things. One thing that you could do is \_\_\_\_\_

\_\_\_\_\_.

This would be a good idea because \_\_\_\_\_

\_\_\_\_\_.

Next, if you really want a new friend, you could \_\_\_\_\_

\_\_\_\_\_.

However, the best idea would be to \_\_\_\_\_

\_\_\_\_\_.

12

### Getting Better

If you wish to get better at \_\_\_\_\_, follow this plan.

First, you should \_\_\_\_\_

\_\_\_\_\_.

Other way to get better would be to \_\_\_\_\_

\_\_\_\_\_.

In addition, you should \_\_\_\_\_

\_\_\_\_\_.

**13. A Great Saturday**

**One Saturday, I enjoyed three activities. First, I \_\_\_\_\_**

\_\_\_\_\_

\_\_\_\_\_. I also \_\_\_\_\_

\_\_\_\_\_.

**Finally, I \_\_\_\_\_**

\_\_\_\_\_. It was a wonderful day.

**14. Great Lunches**

**I eat several favorite foods at lunchtime. One food is**

\_\_\_\_\_. I also like

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_. My very favorite food is

\_\_\_\_\_.

**I can't wait for lunch!**

### Example 3: Writing Frames – Accommodation for Struggling Writers

Directions. Select a mammal that lives in our state. Research this mammal and write a report. Include a description of the mammal, its diet, its habitat, and any other interesting facts about this mammal. Draw a picture of the mammal.

\_\_\_\_\_

\_\_\_\_\_ are fascinating mammals that have their home in \_\_\_\_\_ (state). To appreciate \_\_\_\_\_, knowledge concerning their appearance, habitat, diet, and uniqueness is needed.

There are a number of characteristics that help in the identification of \_\_\_\_\_. They are a \_\_\_\_\_ (size) animal. They measure about \_\_\_\_\_ in height. Their head is \_\_\_\_\_.

Their body is \_\_\_\_\_

\_\_\_\_\_ and is covered in \_\_\_\_\_ hair. The legs of this mammal are \_\_\_\_\_. A distinct feature of this mammal's appearance is its \_\_\_\_\_.

\_\_\_\_\_.

\_\_\_\_\_ have their homes in the \_\_\_\_\_.

This is the perfect habitat for \_\_\_\_\_ for a number of reasons. First, \_\_\_\_\_

\_\_\_\_\_.

Another reason that this is a good habitat for \_\_\_\_\_ is

\_\_\_\_\_.

Finally, this habitat supplies some of the things that \_\_\_\_\_

need including: \_\_\_\_\_,

\_\_\_\_\_, and \_\_\_\_\_.

All mammals need food but their diets vary a great deal. The most important food for \_\_\_\_\_ is

\_\_\_\_\_.

Another thing that they eat is \_\_\_\_\_.

There are a number of interesting facts about \_\_\_\_\_.

First, \_\_\_\_\_

\_\_\_\_\_.

Another interesting fact is \_\_\_\_\_

\_\_\_\_\_.

The most amazing fact is \_\_\_\_\_

\_\_\_\_\_.

When you are in the \_\_\_\_\_, you may have a chance to see \_\_\_\_\_.

Don't forget what you have learned about this interesting mammal.

**Example 4.** Specialized Writing - Writing frame for a story-problem explanation in math

In this problem, we were asked to figure out \_\_\_\_\_

\_\_\_\_\_.

Some information was already given including \_\_\_\_\_

\_\_\_\_\_ and \_\_\_\_\_.

When creating a plan to solve this problem, I decided to follow a number of steps. First, I \_\_\_\_\_

\_\_\_\_\_.

Next, I \_\_\_\_\_

\_\_\_\_\_.

Then, I \_\_\_\_\_

\_\_\_\_\_.

Finally, I \_\_\_\_\_.

After following these steps, I determined that answer to this problem was \_\_\_\_\_.

To check this answer I \_\_\_\_\_

\_\_\_\_\_.

Based on my verification of the answer, I am quite certain that it is accurate.

**Example 5.** – Summarization - Narrative

\_\_\_\_\_ took place  
in/at \_\_\_\_\_.  
The main character of this story was \_\_\_\_\_.  
His/her major problem was \_\_\_\_\_  
\_\_\_\_\_.  
\_\_\_\_\_ tried to solve this problem by \_\_\_\_\_  
\_\_\_\_\_.  
In the end \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

**Example 5 – Summarization – Narrative**

The selection titled \_\_\_\_\_<sup>name</sup>\_\_\_\_\_ is  
an example of \_\_\_\_\_<sup>genre</sup>\_\_\_\_\_.

The main character in this selection was \_\_\_\_\_<sup>name</sup>\_\_\_\_\_,  
\_\_\_\_\_<sup>description</sup>\_\_\_\_\_.

The primary setting of this story was \_\_\_\_\_  
\_\_\_\_\_.

In this story, \_\_\_\_\_<sup>name</sup>\_\_\_\_\_’s problem was  
that \_\_\_\_\_.

While there were many events in the plot, these were  
the most important. First, \_\_\_\_\_  
\_\_\_\_\_.

Second, \_\_\_\_\_.

Finally, \_\_\_\_\_.

\_\_\_\_\_<sup>name</sup>\_\_\_\_\_ resolved the major problem  
by \_\_\_\_\_.

**Example 5** continued – Summarization - Narrative

\_\_\_\_\_ title \_\_\_\_\_ was a narrative  
selection about \_\_\_\_\_ theme \_\_\_\_\_.

In this story, \_\_\_\_\_ name \_\_\_\_\_, a/an \_\_\_\_\_  
\_\_\_\_\_, was the main  
character. Other critical characters included: \_\_\_\_\_ name \_\_\_\_\_,

\_\_\_\_\_ ,  
and \_\_\_\_\_ name \_\_\_\_\_, \_\_\_\_\_.

In this story, \_\_\_\_\_ name \_\_\_\_\_'s major  
problem/conflict/goal was \_\_\_\_\_  
\_\_\_\_\_.

First, \_\_\_\_\_ name \_\_\_\_\_ tried to resolve this  
problem/conflict/goal by \_\_\_\_\_  
\_\_\_\_\_.

In the end, the following happened: \_\_\_\_\_  
\_\_\_\_\_.

**Example 6.** Expository Paragraph Summary

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Eruption of Mount St. Helens

Mount St. Helens, a volcano in the state of \_\_\_\_\_, erupted on \_\_\_\_\_ . Before the eruption occurred, a number of warning signs occurred. First, \_\_\_\_\_ .

Also, \_\_\_\_\_ .

In addition, \_\_\_\_\_ .

The eruption of Mount St. Helens was very forceful, causing much destruction. For example, \_\_\_\_\_ .

Another result of the eruption was \_\_\_\_\_ .

**Example 7. Example of Think Sheet**

**Compare/Contrast Think Sheet**

**Subject: Two Working Dogs**

**SAME**

**Groups**

<b>Categories</b>	<b>St. Bernard</b>	<b>Newfoundland</b>
<b>Use</b>	<b>Rescue</b>	<b>Rescue</b>
<b>Height</b>	<b>Full grown males same</b>	<b>Full grown males same</b>
<b>Type of Fur</b>	<b>Smooth dense that protects from cold</b>	<b>Smooth dense that protects from cold</b>

**DIFFERENT**

**Groups**

<b>Categories</b>		
<b>Weight</b>	<b>155 – 170 pounds</b>	<b>140 – 150 pounds</b>
<b>Place of Origin</b>	<b>Swiss Alps</b>	<b>Newfoundland</b>
<b>Different Clients</b>	<b>Climbers and skiers</b>	<b>People in Atlantic Ocean</b>

**Example 11. continued**

**The Saint Bernard and the Newfoundland are the same in several ways. Both dogs are large rescue dogs. The full grown males are about the same height. Both dogs have smooth dense fur that protects them from the cold while they are rescuing people.**

**Although the two dogs are similar, they also have differences. The Saint Bernard is much heavier, weighing 155 to 170 pounds. The lighter Newfoundland weights 140 to 150 pounds. The dogs originated in different places, so the types of rescues they perform are different. The Saint Bernard originated in the Swiss Alps and rescues climbers and skiers from the snow. The Newfoundland rescues people from the Atlantic Ocean. Both dogs perform important services for mankind.**

**Reference**

Stephanie Gray and Catharine Keech. *Writing from Given Information: Classroom Research Study No. 3*. 1980. Bay Area Writing Project. Berkeley, CA: University of California.

Example 7. Continued

## Compare/Contrast Think Sheet

Subject: \_\_\_\_\_

**SAME**

Groups

<b>Categories</b>		

**DIFFERENT**

Groups

<b>Categories</b>		

Example 7. continued

## Compare/Contrast Think Sheet

Subject: \_\_\_\_\_

**SAME**

**Groups**

<b>Categories</b>		

**DIFFERENT**

**Groups**

<b>Categories</b>		

**Example 8. - Short Story**

**Think Sheet – Story**

**(7) Title**

**(3) Setting**

**(1) Main Character(s)**

**(2) Problem**

**(4) Beginning**

**(5) Middle**

**(6) End**

**Example 8. - Short Story**

**Think Sheet – Story**

**(7) Title**

**(3) Setting**

**(1) Main Character(s)**

**(2) Problem**

**(4) Beginning**

**(5) Middle**

**(6) End**



### Example 9. Autobiographical Incident Think Sheet

<b>(5) Title</b>	<i>Give Heart</i>
<b>(1) Incident</b>	<i>Fifth grade with Mrs. Finkle -- Heart pin</i>
<b>(3) Settings</b>	<i>Mountain View Elementary School</i>
<b>(4) Events</b>	
1.	<i>Arrive at Mountain View.</i>
2.	<i>Difficulty adapting to new fifth grade class.</i>
3.	<i>Decided to be silent.</i>
4.	<i>Mrs. Finkle was kind and caring.</i>
	<i>Talked to me.</i>
	<i>Patted my back.</i>
	<i>Smiled at me.</i>
5.	<i>Class got better.</i>
	<i>Made friends.</i>
	<i>Participated in class.</i>
6.	<i>Mrs. Finkle caught heart pin in hairnet.</i>
7.	<i>Helped Mrs. Finkle remove pin.</i>
8.	<i>She gave me the pin and told me to “give heart” as a teacher.</i>
9.	<i>Today I wear on Valentine’s Day.</i>
10.	<i>Wear hearts every day ... and try to “give heart”.</i>
<b>(2) Lesson learned</b>	
	<i>Give heart to all people. Show love and care.</i>

## Give Heart

Being a teacher was not even a consideration at the time, but Mrs. Finkle, my fifth grade teacher, taught me my first lesson about teaching. Even now, it is the lesson that I try to practice every day.

Mountain View was the second school of my fifth grade, the eighth school of my short school career. After so many moves, the prospect of making new friends, of learning about a new teacher, of once again learning the classroom routines, brought me to total silence. For an outgoing person, silence was a new experience. I just didn't want to try again.

However, Mrs. Finkle was not about to lose my mind or soul. I will never forget the little things she did each day to reach out to the silent one: talking with me as we lined up for music, patting my back as I worked on math problems, quietly praising my efforts, writing comments on my papers. Best of all, when I was reading or working, I would look up and there would be her smile...greeting me, making me feel safe.

Gradually, the scary life of fifth grade in a new school began to fade. I did make friends. I did begin to talk in class. I began to write long stories and to read them to my class. All of this occurred because of the love and care shared by Mrs. Finkle.

And one day, she shared a symbol of that love. It was right before recess and most of the kids were already out the door. Mrs. Finkle and I were both at the cloakroom pulling on hats, gloves, and coats as protection against the February cold. As she put on her coat, Mrs. Finkle caught her hairnet on her red heart pin that always rested on her collar. After struggling for a moment, she beckoned, "Anita, would you help me." Soon I had separated the heart pin from her hairnet. However, instead of replacing the pin, she handed it to me and gently directed, "You take it. You will be a teacher someday. Remember to give heart...always."

Forty years later, I wear that heart each Valentine's Day. But everyday, I wear at least one heart and try to remember her message as I teach. "Give heart." Thanks, Mrs. Finkle.