

Examples

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These examples are based on the program *REWARDS Writing* currently in development.

Example #1 Rubric for Descriptive Paragraph

No
Not Evident
0 **1** **2** **3** Yes
Very evident
4

Fix-up Zone

Descriptive Paragraph

| Critical Attribute | You | Teacher |
|--|------------------|------------------|
| (Organization) | | |
| 1. The first sentence tells what is being described. | 0 1 2 3 4 | 0 1 2 3 4 |
| 2. All the other sentences tell more about what is being described | 0 1 2 3 4 | 0 1 2 3 4 |
| 3. The length is adequate. | 0 1 2 3 4 | 0 1 2 3 4 |
| (Sentences) | | |
| 4. Complete sentences are used. | 0 1 2 3 4 | 0 1 2 3 4 |
| 5. The sentences begin with different words. | 0 1 2 3 4 | 0 1 2 3 4 |
| 6. The sentences vary in length. | 0 1 2 3 4 | 0 1 2 3 4 |
| (Word choice) | | |
| 7. Descriptive words are used. | 0 1 2 3 4 | 0 1 2 3 4 |
| 8. Overused words (e.g., nice, big, little) have been replaced with more precise or interesting words. | 0 1 2 3 4 | 0 1 2 3 4 |
| (Content) | | |
| 9. The description paints a clear and accurate picture of what is being described. | 0 1 2 3 4 | 0 1 2 3 4 |
| 10. The description is easy for the reader to understand. | 0 1 2 3 4 | 0 1 2 3 4 |

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.

Example #2 Writing Frame 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 _____

_____.

Example #3 Writing Frame to Accommodate Emerging Writers

_____ (State)

_____ is a very fascinating state. It is found in the _____ part of the United States. It is bordered by the following states: _____, _____, _____, and _____.

_____ has a variety of land and water forms. In terms of landforms, this state has _____, _____, _____, and _____.

The most dominant landform is its _____.

The largest lake in _____ is _____.

_____ also has a number of rivers including _____, _____, and _____.

_____ has a diverse economic base.

One aspect of its economy is agriculture. Some of the crops grown in _____

include _____, _____, and _____.

Its most important crop is _____.

Another aspect of this state's economy is manufacturing. The following products are produced in _____:

_____, _____,
and _____ is the
product most often associated with this state. If you visited this state and
purchased either an agricultural or manufacturing product, you would
probably buy _____.

There are many recreational opportunities in _____.
First, there are a number of large state and federal parks. My favorite
park is _____. This park would be a great
place to visit because _____

_____.
These are some of the recreational activities you might enjoy in

_____: _____, _____,
_____, and _____.

Of these, I would particularly enjoy _____.

One thing that this state is noted for is _____
_____.

This is noteworthy because _____
_____.

However, I thought the most interesting thing about this
state was _____.

Example #4 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 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 – Summarization – Informational Text

Antarctica is the coldest continent on the earth. The land is covered with _____. The temperature stays below _____ and the _____ constantly blow. Because of these conditions, not many _____ things are found on this continent.

Example # 7 - Writing Frame - Academic Language

(Compare and Contrast)

_____ and _____ are similar in a number of ways. First, they both _____.

Another critical similarity is _____.

An equally important similarity is _____.

Finally, they _____.

The differences between _____ and _____ are also obvious. The most important difference is _____.

In addition, _____ and _____ are _____.

In the final analysis, _____ differs from _____ in two other major ways: 1) _____ and 2) _____.

Example #8 continued (Using strategy to write a paragraph summary. This is taken from *REWARDS PLUS*)

| | |
|--------------------------|--|
| Step 1. LIST | (List the details that are important enough to include in your summary.) |
| Step 2. CROSS-OUT | (Reread the details. Cross out any that you decide not to include.) |
| Step 3. CONNECT | (Connect any details that could go into one sentence.) |
| Step 4. NUMBER | (Number the details in a logical order.) |
| Step 5. WRITE | (Write the paragraph.) |
| Step 6. EDIT | (Revise and proofread your answer.) |

| Rubric- Summary | Student Rating | Teacher Rating |
|---|---------------------------|---------------------------|
| 1. Did the author state the topic and the main idea in the first sentence? | Yes Fix up | Yes No |
| 2. Did the author focus on the important details? | Yes Fix up | Yes No |
| 3. Did the author combine details in some of the sentences? | Yes Fix up | Yes No |
| 4. Is the summary easy to understand? | Yes Fix up | Yes No |
| 5. Did the author correctly spell words, particularly the words found in the article? | Yes Fix up | Yes No |
| 6. Did the author use correct capitalization, capitalizing the first word in the sentence and proper names of people, places, and things? | Yes Fix up | Yes No |
| 7. Did the author use punctuation including a period at the end of each sentence? | Yes Fix up | Yes No |

Example #9

Compare/Contrast Think Sheet

Subject: _____

SAME

Groups

| Categories | St. Bernard | Newfoundland |
|--------------------|---|---|
| Use | Rescue | Rescue |
| Height | Full grown males same | Full grown males same |
| Type of Fur | Smooth dense that protects from cold | Smooth dense that protects from cold |
| | | |
| | | |
| | | |

DIFFERENT

Groups

| Categories | | |
|--------------------------|----------------------------|---------------------------------|
| Weight | 155 – 170 pounds | 140 – 150 pounds |
| Place of Origin | Swiss Alps | Newfoundland |
| Different Clients | Climbers and skiers | People in Atlantic Ocean |
| | | |

Example #9continued

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 form 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.

Compare/Contrast Think Sheet

Subject: _____

SAME

Groups

| Categories | | |
|------------|--|--|
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DIFFERENT

Groups

| Categories | | |
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Example #10 – (Essay to Persuade)

Essay Rubric

Author _____ **Essay Topic** _____

| Question | Student or Partner Rating | Teacher Rating |
|---|--|--|
| INTRODUCTION 1. Does the introduction tell the topic of the essay? 2. Does the introduction state the author's position on the topic? 3. Does the introduction give two or more convincing reasons for the position? 4. Does the introduction grab the reader's attention ? | Yes No Yes No Yes No Yes No | Yes No Yes No Yes No Yes No |
| BODY 5. Does the body include at least three major reasons that support the author's position? 6. Does the author elaborate on and explain each of the major reasons using logical arguments, evidence and examples? 7. Did the author acknowledge and respond to the opposing side's view ? 8. Are the paragraphs well-organized and easy to understand ? 9. Are transition words and phrases used to connect ideas within and between paragraphs? | Yes No Yes No Yes No Yes No Yes No | Yes No Yes No Yes No Yes No Yes No |
| CONCLUSION 10. Does the conclusion summarize the author's position ? 11. Does the essay have a definite conclusion ? | Yes No Yes No | Yes No Yes No |
| CONVENTIONS 11. Did the author correctly spell words? 12. Did the author use correct capitalization ? 13. Did the author use correct punctuation ? | Yes No Yes No Yes No | Yes No Yes No Yes No |
| CONTENT 14. Did the essay hold the reader's attention from beginning to end? 15. Is the essay clear and easy to understand ? 16. Did the author stay focused on the same position throughout the paper? | Yes No Yes No Yes No | Yes No Yes No Yes No |

Think Sheet – Essay to persuade

Prepare

| | |
|-------------------------------|---|
| Topic: _____ | Form: __ letter __ essay __ other |
| Audience: _____ | Type of preparation: __think OR __collect evidence |
| Purpose: Persuade __Pro __Con | Brainstorm and select convincing reasons. |

Organize

Introduction

GRAB

Position on Topic: _____

Reason A.

Reason B.

Reason C.

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Body A. Explain

Body B. Explain

Body C. Explain

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Conclusion WRAP

Example #11 – Think Sheet – Essay to Explain

Prepare

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|-------------------------|---|
| Topic: _____ | Form: __ letter __ essay __ other |
| Audience: _____ | Type of preparation: __think OR __collect evidence |
| Purpose: Explain/Report | Brainstorm and select three or more major points |

Organize

| Introduction | | |
|--|--|--|
| Topic: _____ _____ _____ | | |
| Point A. _____ _____ _____ | Point B. _____ _____ _____ | Point C. _____ _____ _____ |
| Body A. Supporting Details | Body B. Supporting Details | Body C. Supporting Details |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
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| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| Conclusion WRAP | | |

Example # 12 - Short Story

Think Sheet – Story

(7) Title

(3) Setting

(1) Main Character(s)

(2) Problem

(4) Beginning

(5) Middle

(6) End

Example # 13 - Personal Narrative Think Sheet

Autobiographical Incident Think Sheet

| | |
|-----|-----------------|
| (5) | Title |
| (1) | Incident |
| (3) | Setting |
| (4) | Events in order |
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| (2) | Lesson learned |
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Autobiographical Incident Think Sheet

| | | |
|------------|--|--|
| (5) | Title | <i>Give Heart</i> |
| (1) | Incident | <i>Fifth grade with Mrs. Finkle -- Heart pin</i> |
| (3) | Settings | <i>Mountain View Elementary School</i> |
| (4) | Events | |
| 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> | |
| | | |
| | | |
| | | |
| | | |
| (2) | Lesson learned | |
| | <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.