

# Writing For Success

Analyzing Written Pieces and Rewriting  
them for Improvement



# Teacher's Page & Directions

Many times I have been working with my students in writing and had wished that I had exemplars that I could show them of good examples of writing and bad examples of writing. But I never remember to save students' work from the previous year and I definitely don't want to use any current students' work as an example. That is how this resource was born.

In addition to finding examples of writing that is good and writing that needs improvement in this resource, you will also find practice pages and activities to help students practice the six traits of writing (ideas, organization, word choice, voice, sentence fluency, conventions) and the writing process. Further, expository, persuasive, and narrative writing types are addressed.

## Exemplars and Mats

Each trait comes with exemplars (or examples of writing) that students will need to read and evaluate that specific trait. For instance, if they are focusing on the trait of ideas, they will read the writing piece and evaluate how well the author did on expressing the ideas of the piece only. The student then determines if the piece is "good" or if it "needs improvement." The comparison mats are a great way for this to be interactive, and provides students with questions to consider when evaluating the piece. Consider having students justify their reasoning as to why they placed a piece into the category they did. A blank mat is also provided that can be used for all traits, if desired. Answer keys are provided.

After students have read the piece and learned about the trait, they then return to the "needs improvement pieces" and rewrites them so they are now "good" pieces.

The title in the top left corner tells you the trait you're focusing on and the type of writing.

Comparison Mats

Sentence Fluency Comparison Mat	
GOOD	Needs Improvement
<p>A Few Things to Consider...</p> <ul style="list-style-type: none"><li>Do the sentences sound good when read aloud?</li><li>Are the sentences all the same or varied?</li><li>Are the sentences complete?</li><li>Do the sentences make sense?</li></ul>	

  

Ideas-Narrative Comparison Mat	
GOOD	Needs Improvement
<p>A Few Things to Consider...</p> <ul style="list-style-type: none"><li>Is the problem relatable?</li><li>Does the story tug at the heart or is it funny?</li><li>Are the ideas interesting?</li><li>Do the events go along with the problem?</li><li>Would a reader remember a story like this?</li></ul>	

4 exemplars are on one page.  
You will want to cut these apart.

<p><b>Drafting Ideas Narrative Exemplar 1</b></p> <p>Ellen and Rex sat in the backyard while Ellen sang "Master Sun, Sun, Master Gold Sun, please shine down on me." Rex looked Ellen's cheek and wagged his tail. He ran to the end of the yard and back again. He looked up a stick and gave it to Ellen. Ellen didn't want to play, so she took the stick and threw it as far as possible. It flew over the fence and into her neighbor's yard. Rex sprinted as fast as he could and jumped over the fence. Then, Rex picked up the stick and continued to run away. "Rex! Come back! Where are you going?" Ellen's heart thumped like a drum. She didn't know what to do. "Mom! Mom! Rex ran away!" Ellen bit her lower lip while waiting for her mom...</p>	<p><b>Drafting Ideas Narrative Exemplar 2</b></p> <p>CRACK! Chris' pencil tip broke off leaving only a hole where lead should have been. He pulled out his personal pencil sharpener and started to turn the pencil. Right when the tip was sharpened, it broke off. The teacher line. But wait! Not so fast, it didn't work. He walked to the sharpener and turned it. It was working but the pencil was still breaking. He tried to find a time to find anything unusual. My brother did the same thing and shrugged. He continued to jump through the sprinklers. Then, I saw the shadow peek out again...</p>
<p><b>Drafting Ideas Narrative Exemplar 3</b></p> <p>Andrea hated the color red. She never ate red apples. She refused to use the red crayons. It made her cringe anytime someone wore the color too. Then there was Aidan. Aidan wore a red shirt every day and collected red crayons in his art box. The teacher paired them up to work together. Andrea tried to convince the teacher that she couldn't work with Aidan because they were like oil and water. They would fight and could never agree on anything. The teacher smiled and said that Andrea needed to give Aidan a chance. Go...</p>	<p><b>Drafting Ideas Narrative Exemplar 4</b></p> <p>"Who is your teacher?" said James. Andy said, "I don't know. They walked to the park the day before school started. James said, 'How do you not know?' School starts tomorrow." Andy asked his mom not to tell him. He said to Andy, "I like surprises." James was confused...</p>
<p><b>Revising Word Choice Narrative Exemplar 1</b></p> <p>A long shadow darted between the houses. My brother and I weren't sure if we should tell mom and dad or if our minds were playing tricks on us. I glanced at the space next to the house again, but I didn't see anything unusual. My brother did the same thing and shrugged. He continued to jump through the sprinklers. Then, I saw the shadow peek out again...</p>	<p><b>Revising Word Choice Narrative Exemplar 2</b></p> <p>Leaves clapped with the cool breeze. The yellow, orange, reds and green shades of leaves was a canopy over Margaret and Zander's heads as they skipped to the park down the road. Zander asked, "Who's kickball team are you on?" Margaret didn't want to respond because she didn't have a kickball team yet...</p>
<p><b>Revising Word Choice Narrative Exemplar 3</b></p> <p>"Who is your teacher?" said James. Andy said, "I don't know. They walked to the park the day before school started. James said, 'How do you not know?' School starts tomorrow." Andy asked his mom not to tell him. He said to Andy, "I like surprises." James was confused...</p>	<p><b>Revising Word Choice Narrative Exemplar 4</b></p> <p>A spaceship fell from the sky and was on the front lawn. Liam saw it all from his bedroom window. The door opened on the side of the ship and he felt nervous. A creature walked out. Then it looked up at Liam in the window. He tried to back away but the creature somehow appeared in front of Liam. Liam thought that he was going to be taken to another planet. He tried to talk, but no noise left his mouth...</p>



## Teacher's Page & Directions Continued...

## Differentiated Drafting

After students evaluate the writing pieces, they then have opportunities to try out the trait themselves by rewriting the “needs improvement.” There are three different drafting sheets for you to choose from. There are also blank materials for writing their own.



## The quarter sheet

[illegible]

### Full sheet, regular lines

[illegible]

## Full sheet, wide lines

**Drafted Ideas**

Name \_\_\_\_\_



Lined area for writing ideas.

## Interactive Opportunities

Writing is not all about just sitting and writing. There are many opportunities for the students to be active in their writing and others. Directions are on these sheets.



## Discussion Cards

# Discussion Cards

Roleplaying,  
highlighting, and  
more.

Black and White Versions are included. Choose to teach each trait individually or each writing type individually. The possibilities are endless!



# Teacher's Page & Directions Continued...

**Graphic Organizers**

for Expository and Persuasive Writing

**Description**

**Compare and Contrast**

**Chronological Order**

**Using Transition Words**

TRANSITION WORDS HELP YOU MOVE FROM ONE IDEA TO THE NEXT AND FROM ONE IDEA TO THE NEXT.

**Add More Ideas**

**Support your Ideas**

**Show Order**

**Compare Ideas**

**Cause and Effect**

**PRACTICE**

1. Read through the examples and circle the transition words you find.

2. Pick a transition word you found and explain how it helped you move from one idea to the next.

## Graphic Organizers

Organizers for writer's notebooks for assistance with writing. Each organizer comes with thought provoking questions or practice ideas.

## Editing and Spelling

It includes an editor's checklist and a spelling dictionary piece.

**EDITOR'S CHECKLIST**

**Spelling**

☐ Check for common misspelled words.

☐ Are there any words you are unsure of the spelling?

**Punctuation**

☐ Does each sentence end with a period, question mark, or exclamation mark?

☐ Are there quotation marks around dialogue or quoted?

☐ Are there commas where needed?

☐ Are there apostrophes where needed?

**Capitalization**

☐ Do all the sentences start with a capital letter?

☐ Are all your proper nouns capitalized?

**Grammar**

☐ Are the sentences complete with a subject and verb?

☐ Do the sentences sound right?

☐ Do the sentences make sense?

☐ Are the parts of the sentences in the right order?

**Paragraphing**

☐ Is each paragraph indented?

☐ Do the paragraphs have a main idea?

☐ Are there transitions between paragraphs?

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**Conventions**

**Personal Spelling List**

Directions: Keep a list of words you misspelled in the box. There is an alphabetical index when you forget the spelling, write a part of your personal spelling list.

**ABCD**

**EFGH**

**IJKL**

**MNOP**

**QRST**

**UVWXYZ**

## Practice and Reflection Questions

Many opportunities are provided in each trait for students to practice the skills taught. Additionally there are reflection questions frequently for students to stop and think about. These can be answered in their writer's notebook or discussed as a class.

**Voice**

**Different Perspectives**

Activity 1: Tell a partner a story using the illustrations.

(1) Tell the story as if you were part of it in 1st person point of view.

(2) Retell the story as a narrator who can see one character's thoughts, feelings, and actions.

(3) Retell the story as a narrator who can see everything, but cannot see any of the thoughts.

**Reflection Questions**

What difference did changing perspective have on the story?

Which perspective (1st person, 3rd person limited, or 3rd person omniscient) did you like best? Why?

Activity 2: Pick a point of view and start writing a short story. When the teacher stops and ask a friend to read what you wrote. Could they pick out your point of view?

**Reflection Question**

What would be different in your story if it were told through a different perspective?

**Word Choice**

**Vibrant Verbs**

Let's be specific with which verbs we use to communicate exactly what we want our reader to understand.

Directions: Write other verbs that almost mean the same thing. The word "march" is the original verb. The first one has been done for you.

**March**

**Walk**

**Trudge**

**Said**

**Sing**

**Using Transition Words**

TRANSITION WORDS HELP YOU MOVE FROM ONE PARAGRAPH ONE IDEA TO THE NEXT.

Directions: Use transition words to take through the story.

**PET PIGS**

They are bred from ordinary farm pigs and m-m-m-m-m-pig from New Zealand.

Pennycuill Pocket Pigs

They were developed in England.

They weigh 20 to 40 pounds at birth.

It cost around \$2,000 to buy one.

The Royal Dandies

They cost 20 to 40 pounds to buy.

They will breed to be small, social and friendly.

**Sentence Fluency**

**Variety**

Writing with a variety of different sentence lengths and types is important. Let's start by reviewing different sentence types.

**Simple Sentences**

A simple sentence is who or what you're talking about + an action word + what the action is being done to (Subject + Predicate).

Example: Mary + hugs + mom. Mary hugs mom.

**Compound Sentences**

They are two simple sentences joined together.

Simple sentence + conjunction word + simple sentence = Compound sentence.

Example: Mary hugs mom + while + Joe feeds the pigs. Mary hugs mom while Joe feeds the pigs.

**Complex Sentences**

These sentences have a clause added to your simple sentences. The clause cannot be its own sentence.

Example: If I were a monkey + I would eat a million bananas. If I were a monkey, I would eat a million bananas.

**Clause Starters** (If, Since, Until, When, Before, As, After, Although, Though, Where, Whenever, While, Since, Even though, Before, Because)

Directions: Write 1 simple sentence, 1 compound sentence, and 1 complex sentence using only the words in the word bank. You can use the words more than once.

**WORD BANK**

When, They, Sleep, Eat, The, Were, Would, An, Elephants, Peanut, I, And, Were, Would.