Appendix 14: Sample Writing Frames

A: Frames to help students summarize a story or retell an event:
   Students sometimes need assistance with organizing a summary of something they have read or
   providing a logical sequence to the recounting of an event. The following frames may be helpful:

Example 1:

Although I already knew that ...
I have learned some new facts (from our trip/from watching this video/filmstrip)...
I also learned that...
Another fact I learned...
However, the most important/interesting thing I learned was...
(Or, finally, I learned that...)

Example 2:

I found _____ interesting for several reasons...
I discovered that...
I also learned that...
It was interesting that...
Finally...
As you can see ...

Example 3:

To begin with...
Next...
Then...
After that...
Finally...
Now...

B: Explanation Frames:
   Explanations are written to explain the process or to explain how something works. They are often
   used in social studies, and science.   An explanation usually consists of
   •   a general statement to introduce the topic
   •   a series of logical steps explaining how or why something occurs

Example 1: Problem/Solution

I want to explain why...
There are several reasons for this. The chief is...
Another reason is...
A further reason is...
So now you can see why...

Example 2: Cause/Effect

There are differing explanations as to why (how, what, when)...
One explanation is that...
The evidence for this is...
An alternative explanation is...
The explanation is based on...
Of the alternative explanations, I think the most likely is...

C: Procedure/Sequence Frame.

Procedures or instructions are written to describe how something is done through a series of sequenced steps. A procedural text usually consists of

- a statement of what is to be achieved
- a list of materials / equipment needed to achieve the goal
- a series of sequenced steps to achieve the goal
- often there is a diagram or illustration

Example 1:

I want to explain how...
To begin with/It starts by...
and this makes/means/changes...
After that...
and as a result...
Next...
Then...
The final result is that the...

D: Report Frame.

Reports are written to describe the way things are.   A report usually consists of

- an opening, general classification
- a more technical classification (optional)
- a description of the phenomena, often including:
- qualities
- parts and their function
- habits/behaviors or uses

Example 1: Compare/Contrast (a more complex version of the Report Frame)

Write the names of the objects being compared/contrasted in columns A and B. List the characteristics being studied in the left hand column. Use a grid to record information prior to writing.

Characteristics	A soccer	B football
players	_____	_____
rules	_____	_____
ball	_____	_____
padding	_____	_____

Example 2: Comparison Frame

Although...   and ...   are different...
they are alike in some interesting ways.
For example they both...
They are also similiar in...
The...   is the same as...
The...   resembles...
Finally they both...

Example 3:   Contrast Frame

Although...   and...
are both ...   they are different in
many ways. The...   has...
Another way in which they differ is...
Finally...
(Using a Venn Diagram can be helpful in this exercise.)

E: Opinion Frames.   Essays and paragraphs are sometimes written to present arguments and information from differing viewpoints. Such a piece of writing usually consists of

- a statement of the issue and a preview of the main arguments
  (e.g., Our school is trying to decide whether to have uniforms. Some students think that uniforms would improve school spirit and help improve academic achievement, while other students argue the opposite....)
- arguments for and supporting evidence
  (e.g., Many private schools have uniforms and they have great school spirit...)
- arguments against and supporting evidence
  (e.g., Many students feel very strongly that uniforms deny them their individuality...)
- recommendation given as a summary and conclusion
  (e.g., One group wants.... While another group wants... I think...

Note: This simple type of opinion paper leads naturally to the writing of argumentation, a form increasingly used as students go through high school. It is a form of writing that is also a natural extension of oral debate and discussion.

Example: 1

There is a lot of discussion about whether ...
The people who agree with this idea, such as_____ claim that_____   They also agree that
A further point they make is ...
However, there are also strong arguments against this point of view believe that...
They say that ...
Furthermore they claim that...
After looking at the different points of view and the evidence for them, I think.... because...

Students could make notes using the following format:

The issue we are discussing is whether
....
....

Arguments for   Arguments against
....
....
....

My conclusion, based on the evidence...
Or ...
After looking at all the arguments, I think...

F: Persuasion Frame. Persuasive writing takes many forms from commercials and slogans to petitions and editorials. The primary purpose is to influence and change opinion or to promote a particular point of view or argument, unlike an opinion paper which considers alternative points of view. A piece of persuasive writing (essay) usually consists of
- an opening statement (the thesis) often in the form of a position
- the arguments, often in the form of points and elaboration
- a summary and restatement of the opening position

Example 1

Although not everybody would agree, I want to argue that...
I have several reason for arguing this point of view.
My first reason is...
A further reason is...
Furthermore...
Therefore, although some people might argue that...
I think I have shown that...

Example 2:

I think that...
because...
The reasons for my thinking this are, firstly...
so...
Another reason is...
Moreover ....   because....
These (facts/arguments/ideas) show that...

Appendix 15: Group Roles

Successful groups have a good balance of members who are capable of playing various roles. The following approach can at times be used to create this awareness.

Leader/Checker

- checks to make certain that group members understand the task
- defines the problem, helps others to be clear on a procedure to follow, starts group activity
- checks that everyone agrees with the group ideas/answers
- contributes to the discussion

Encourager/Praiser

- praises group/individual for sharing, helping, listening or checking ideas
- shows regard for others by giving them recognition
- accepts contributions
- contributes to the discussion

Active Listener

- listens well to others' ideas
- responds to what others say and paraphrases in order to make certain everyone understands
- looks for ideas and asks others to contribute
- contributes to the discussion

Recorder

- records group answers/ideas once all members agree
- helps keep the group on task
- pulls together related ideas
- contributes to the discussion

Observer

- records the interactions on an observation sheet, but does not get involved in the discussions
- notes who speaks and the number of times, who speaks to whom, the patterns of speaking - whether to individuals or to the group

Appendix 16: Provincial Rubrics for Assessing Demand and Process Writing

Holistic Scoring Rubric (for demand writing)

Level

5
- outstanding content which is clear, strongly focussed, and interesting
- compelling and seamless organization
- easy flow and rhythm with strong and varied construction
- compelling, individualistic and sincere voice
- rich and precise words and expressions
- excellent grasp of standard writing conventions

4
- impressive content which is clear, focussed, and interesting
- purposeful and clear organization
- flow and rhythm which, if occasionally interrupted, does not impede meaning; varied sentences
- clear and sincere, though not with a compelling voice
- specific and purposeful words and expressions
- good grasp of standard writing conventions

3
- clear and focussed content which is not generally appealing
- occasionally ineffective organization which does not seriously affect the central idea
- a somewhat mechanical flow and rhythm
- a somewhat clear and sincere voice which does not demonstrate a compelling interest in the topic
- general and functional words and expressions
- fair grasp of standard writing conventions although errors are beginning to be distracting

2
- unclear content which does not maintain reader's interest but which does have a discernible focus
- weak and inconsistent organization
- lack of flow and rhythm and often unsuccessful attempts at complex sentence structures
- lack of a personable voice as well as a superficial interest in the topic
- imprecise and unclear words and expressions which frequently obscure meaning
- frequent errors in standard writing conventions which distract the reader

1
- lacking a central idea or purpose
- awkward and disjointed organization
- complete lack of flow and rhythm and awkward, incomplete sentences which make the writing difficult to follow
- dispassionate and mechanical voice
- imprecise, unclear, and frequently misused words and expressions
- severe and frequent errors in standard writing conventions which block readability and seriously impede meaning

The Analytic Scoring Rubric (for process writing)

Writing Category: Content

Content describes how effectively the writer establishes a purpose; selects and integrates ideas (i.e., information, events, emotions, opinions and perspectives); includes details (i.e., evidence, anecdotes, examples, descriptions, and characteristics) to support, develop and/or illustrate ideas; and considers the reader.

Level

5   The writing is clear, strongly focussed, and highly interesting. Details are relevant, and enhance and support the central theme.
- The writing demonstrates a strong knowledge of the subject matter. All details and ideas have a purpose and are clearly related to the central idea.
- The writing includes important details which the reader would be unable to bring to the text, or which others might overlook.
- The writing is well-balanced in that the details used enhance and support the main ideas.
- The writing is able to control the content and develop the ideas in a way that appeals to and enlightens the reader.
- The writing carefully shapes and connects the ideas to enable the writer to share his or her thoughts on the subject with the reader.

4   The writing is clear, focussed and interesting. Details are relevant and purposeful, and they clarify the ideas.
- The writing demonstrates fair knowledge of the subject matter. Most details and ideas have a purpose and are related to the central idea.
- The writer includes many important details that the reader may be unable to bring to the text.
- The writing is generally balanced in that supporting ideas tend not to overshadow the main ideas.
- The writing controls the content and develops the ideas in a way that appeals to most readers.
- The writing most often shapes and connects ideas to enable the writer to share his/her thoughts on the subject with the reader.

3   The writing is clear and focussed but the overall result is not generally appealing. Support for the central theme is attempted but may be too general, not directly related to the main ideas, or too limited in scope.
- The writing demonstrates some knowledge of the subject, but reflects difficulty in using specific details to support general observations.
- Important details are considered, but mainly superficially, and in such a way that the main points may not always be clear to the reader.
- The content is not always well-balanced and sometimes the supporting details overshadow the main points. As well, there tends to be too few supporting details and these are often too general and too predictable.
- At times the writing seems not to be in control of the ideas. The writing is beginning to take shape, but the topic is still not clearly developed, and the reader tends to lose interest.
- Because the text is not carefully shaped and because the ideas are not always clearly connected, the writer has some difficulty in sharing his/her thoughts with the reader.

Level

2   The writing lacks clarity but has a discernible focus. Support for the central theme is sketchy, sometimes repetitive, and often superficially related resulting in writing that does not hold the reader's interest.
- The writing demonstrates little knowledge of the subject matter. Details are sketchy or repetitive, and often are unrelated to the central theme.
- Most details are superficial and lack clarity so that the central theme is not very clear to the reader.
- It is often difficult to distinguish the supporting details from the main points.
- The writing demonstrates a lack of control of the ideas. While the writing may have a semblance of a central theme, the reader quickly loses interest in pursuing it.
- The writing does not clearly define the writer's thoughts on the subject for the reader.

1   The writing lacks a central idea or purpose, and this forces the reader to make inferences based on sketchy details.
- The writing demonstrates either very limited or unclear knowledge of the subject.
- The details are not convincing and are confusing for the reader so that the central theme is unclear. The reader quickly loses interest.
- Details are very sketchy and are indistinguishable from the main points.
- Attempts at control and development are minimal so that no central theme emerges.
- The writing has not begun to define the topic in any meaningful way.

Writing Category: Organization

Organization describes how effectively the writer creates an opening; establishes and maintains a focus; orders and arranges events, ideas, and/or details at the paragraph-level and within the work as a whole; establishes relationships between events, ideas, and/or details at the paragraph-level and within the work as a whole; and provides closure.

Level

5   The organization enhances the central idea or theme. The order, structure and presentation are compelling and moves the reader through the text.
- The opening is strong and sparks the reader's interest.
- Focus and coherence are maintained allowing the writing to flow so smoothly that the reader may not be conscious of organizational patterns or structure unless looking for them.
- The writing demonstrates a purposeful and effective order and arrangement of events, ideas, and/or details.
- Transitions are smooth and weave the separate threads of meaning into one cohesive whole.
- Effective closure reinforces unity and leaves the reader with a sense of resolution.

4   The organization reinforces the central idea or theme. The order, structure and presentation, while not compelling, are purposeful and clear enough, so as not to interrupt the flow of writing.
- The opening is clear and directive.
- Focus and coherence are generally maintained.
- The writing demonstrates a clear order and arrangement of events, ideas and/or details.
- Transitions are effective and appropriately connect events, ideas, and/or details.
- Closure assists unity and is related to the focus.

3   The organization may at times be ineffective or too obvious but does not seriously get in the way of the central idea or theme.
- The opening is generally directive but not as well connected to the central idea as the reader might wish.
- Focus and coherence are present but may not be maintained consistently thus interrupting the flow.
- The writing demonstrates clear and mechanical order and arrangement of events, ideas, and/or details.
- Transitions sometimes work well; at other times, the connections between ideas seem forced, inappropriate, or too predictable.
- Closure tends to be mechanical but contributes to unity.

Level

2   The organization may be weak or inconsistent resulting in continued interruptions in flow.
- The opening is not particularly clear or directive.
- Focus and coherence falter frequently.
- The writing demonstrates a discernible but weak and/or inconsistent order and arrangement of events, ideas, and/or details.
- Transitions are rarely used.
- Closure, although present, is either too weak to tie the piece together or only vaguely related to the opening.

1   The organization is awkward and disjointed. With ideas, details, or events presented in random order, the writing lacks direction and flow.
- The opening, if present, does little more than repeat the task.
- Focus and coherence are generally lacking and the flow of the writing is lost.
- The writing demonstrates an unclear or haphazard order and arrangement of events, ideas, and/or details.
- Transitions are very weak, leaving connections between ideas fuzzy, incomplete, or perplexing.
- Closure is either inappropriate, unconnected or missing.

Writing Category: Sentence Fluency

Sentence fluency describes how effectively the writer constructs sentences. It includes the writer's ability to control syntax and to create variety in sentence type and length.

Level

5   The writing has an easy flow and rhythm with strong and varied sentence construction which makes the reading enjoyable and easy.
- Sentence structure is logical and clear, and shows how ideas relate to each other.
- The writing sounds natural and fluent. With effective phrasing, one sentence flows easily into the next.
- Sentences vary in structure and length creating an interesting text.
- Fragments, when used, are deliberately chosen for effect.
- Dialogue, when used, always sounds natural.

4   The writing has flow and rhythm with varied sentences. Use of sentence fragments or run-on sentences may interfere with fluency but do not impede meaning.
- The sentence structure is generally clear and logical, and helps to show how ideas relate to each other.
- The writing generally sounds natural and fluent, although occasionally, a sentence may not flow smoothly into the next.
- While there is variation in sentence structure and length, there are occasions when more attention might have been given to this.
- Fragments, when used, are most often chosen deliberately for effect although sometimes they appear almost as an oversight.
- Dialogue, when used, most often sounds natural.

3   The writing still has some flow and rhythm, but tends to be mechanical. Sentence constructions are sometimes effective and varied, but there are occasional awkward constructions which interfere with clarity and precision.
- The sentence structure sometimes conveys relationships between ideas, and sometimes it does not.
- The writing may be less fluid than desired. The writing shows good control over simple sentence structure but variable control over more complex structures.
- Sentences sometimes vary in length or structure, but often show little variation in pattern.
- Fragments, if used, sometimes work and sometimes seem the result of an oversight.
- Dialogue, if used, sometimes seems natural, but occasionally seems a little forced or contrived.

Level

2   The writing lacks flow and rhythm. Attempts at complex sentence structures often impede clarity and precision.
- The sentence structure rarely shows connections and ideas, and is often illogical or unclear.
- Sentences rarely sound natural or fluent; instead, they often sound awkward or disjointed.
- Sentences rarely vary in length or structure.
- Fragments, when present, are most often the result of oversight.
- Dialogue, if used, rarely sounds natural and most often seems forced or contrived.

1   The writing contains sentences which are choppy, incomplete, rambling, irregular, and awkward which makes the writing difficult to follow.
- The sentence structure does not enhance meaning and most often obscures it.
- Sentence fluency is jarring and unnatural.
- Sentence patterns do not vary in length and structure.
- Fragments are frequent and are the result of an oversight.
- Dialogue, if used at all, usually sounds monotonous and unnatural.

Writing Category: Voice

Voice describes how effectively the writer speaks to the reader in a manner that is individualistic, expressive and engaging and reveals his/her stance toward the subject.

Level

5   The writer demonstrates a compelling, individualistic, and sincere engagement with the subject or task.
- The writing communicates in an honest, sincere manner and the conviction of the writer is apparent.
- The writing brings the subject to life for the reader.
- The writing reveals the writer to the reader who gets a strong sense of the person behind the words.

4   The writer demonstrates a clear, but not compelling, interest in the subject or task.
- The writing communicates in an earnest manner. The conviction of the writer is evident but not always consistent.
- The writing frequently moves the reader. The writer is inclined to take risks and is usually successful in revealing himself/herself to the reader.
- The writing generally reveals the writer to the reader but there may be times when the writer's presence is not apparent.

3   The writer seems personable and sincere but does not demonstrate a compelling interest in the subject or task.
- The writing communicates in an earnest, but routine, manner.
- The writing moves the reader occasionally. The writer tends to avoid risk and although the writer's voice may emerge at times, it does not do so on a consistent basis.
- The writing tends to hide, rather than reveal, the writer to the reader.

2   The writer is rarely personable and demonstrates only a superficial interest in the subject or task.
- The writing communicates at a functional level and is often flat.
- The writing rarely moves or involves the reader.
- The writing gives the reader little sense of the person behind the words.

1   The writer shows some interest in the subject or task, but it is dispassionate, lifeless, and mechanical.
- The writing communicates at a functional level and is flat.
- The writing leaves the reader unmoved and uninvolved.
- The writing does not reveal the writer to the reader who gets no sense of the person behind the words.

Writing Category: Word Choice

Word choice describes how effectively the writer chooses words and expressions for appropriateness, precision, and variety.

Level

5   Words and expressions are powerful, rich, and precise.
   • Words are precise and accurate.
   • The writing contains strong images.
   • The choice of verbs lends power to the writing.
   • The vocabulary is strong and impressive, but not overdone.
   • The form of expression is original and appealing to the reader. Slang, if present, is used only for effect.

4   Words and expressions are specific and indicate purpose.
   • Words are generally precise and accurate with occasional examples of imprecision and inaccuracy.
   • The writing contains imagery which occasionally lacks detail.
   • The writing contains strong verbs and an occasional use of more general and abstract verbs.
   • The vocabulary is generally strong although may, on occasion, be a little overdone in order to impress the reader.
   • The writing is imaginative and original; the occasional use of slang is effective.

3   Words and expressions are general, yet functional.
   • Words may lack precision and imaginative appeal.
   • The images lack detail and often depend on the reader's knowledge of the subject.
   • The writing contains some strong verbs, but most are general and abstract which weakens the text.
   • The writer attempts to use poetic language but this is often overdone.
   • The writer rarely experiments with language although there is some evidence of originality. Clichés and slang, when present, may not be effective.

2   Words and expressions lack precision and clarity so that readability is beginning to be affected.
   • Words are sometimes imprecise or unclear.
   • There is a sporadic attempt to incorporate imagery, but the detail is too general to have appeal to the reader.
   • Verbs most often tend to be mundane and overused.
   • There are few attempts to use poetic language.
   • The writing lacks imagination and originality of expression; the frequent use of clichés, redundancies, and slang detracts from the effectiveness of the writing.

1   Words and expressions lack precision and clarity so that readability is seriously affected.
   • Words are frequently imprecise, inadequate, or incorrect.
   • Imagery, if used at all, is unclear. There are many generalities.
   • Verbs are weak and few in number. Common verbs such as "is", "are" and "was" predominate.
   • Words are consistently dull or abstract and, therefore, monotonous to the reader.
   • The strong reliance on clichés, redundancies, and slang makes the writing unimaginative and uninteresting.

Writing Category: Conventions

Conventions describes how effectively the writer controls the use of punctuation, spelling, capitalization, usage, grammar and paragraphing.

Level

5   The writing reflects an excellent grasp of standard writing conventions which enhances readability. Errors tend to be so few and so minor that they do not distract the reader.
- The writing is essentially free from errors of standard writing conventions.
- Minimal editing is needed to prepare the text for presentation.
- A wide range of conventions is used for stylistic affect.

4   The writing reflects a good grasp of standard writing conventions. Errors are present but do not distract the reader.
- The writing has few errors in standard writing conventions.
- Minor editing is needed for the few errors to prepare the text for presentation.
- Many conventions are used, of which some achieve stylistic effect.

3   The writing is beginning to impair readability. The errors are not overwhelming and do not block meaning, but they are beginning to distract the reader.
- The writing has some errors in standard writing conventions.
- Some editing is needed to prepare the text for presentation.
- A limited range of conventions are used, some of which distract the reader.

2   The writing impairs readability. The errors are becoming so overwhelming that they distract the reader.
- The writing has frequent errors in standard writing conventions.
- Much editing is needed to prepare the text for presentation.
- Limited skill is reflected in the use of conventions and the text frequently confuses the reader.

1   The writing blocks readability making it impossible for the reader to focus on the meaning owing to the severity and frequency of errors.
- The writing has extensive errors in standard writing conventions.
- Extensive editing is needed to prepare the text for presentation.
- There is limited skill in the use of conventions, and the meaning for the reader is completely distorted.