

TEMPLATES FOR TEACHING & ASSESSING WRITING IN THE MIDDLE & UPPER YEARS OF SCHOOL

These templates are adapted pre-prints for classroom use. It is recommended that they be used alongside the following book:

Daffern, T., & Mackenzie, N. M. (Eds) (2020). Teaching writing: Effective approaches for the middle years. Allen & Unwin Academic. ISBN: 9781760528928

Recommended chapters from this book:

Daffern, T., & Anstey, M., & Bull, G. (2020). What is involved in the learning and teaching of writing? In T. Daffern, & N. M. Mackenzie (Eds), *Teaching writing: Effective approaches for the middle years* (**Chapter Four**). Allen & Unwin Academic.

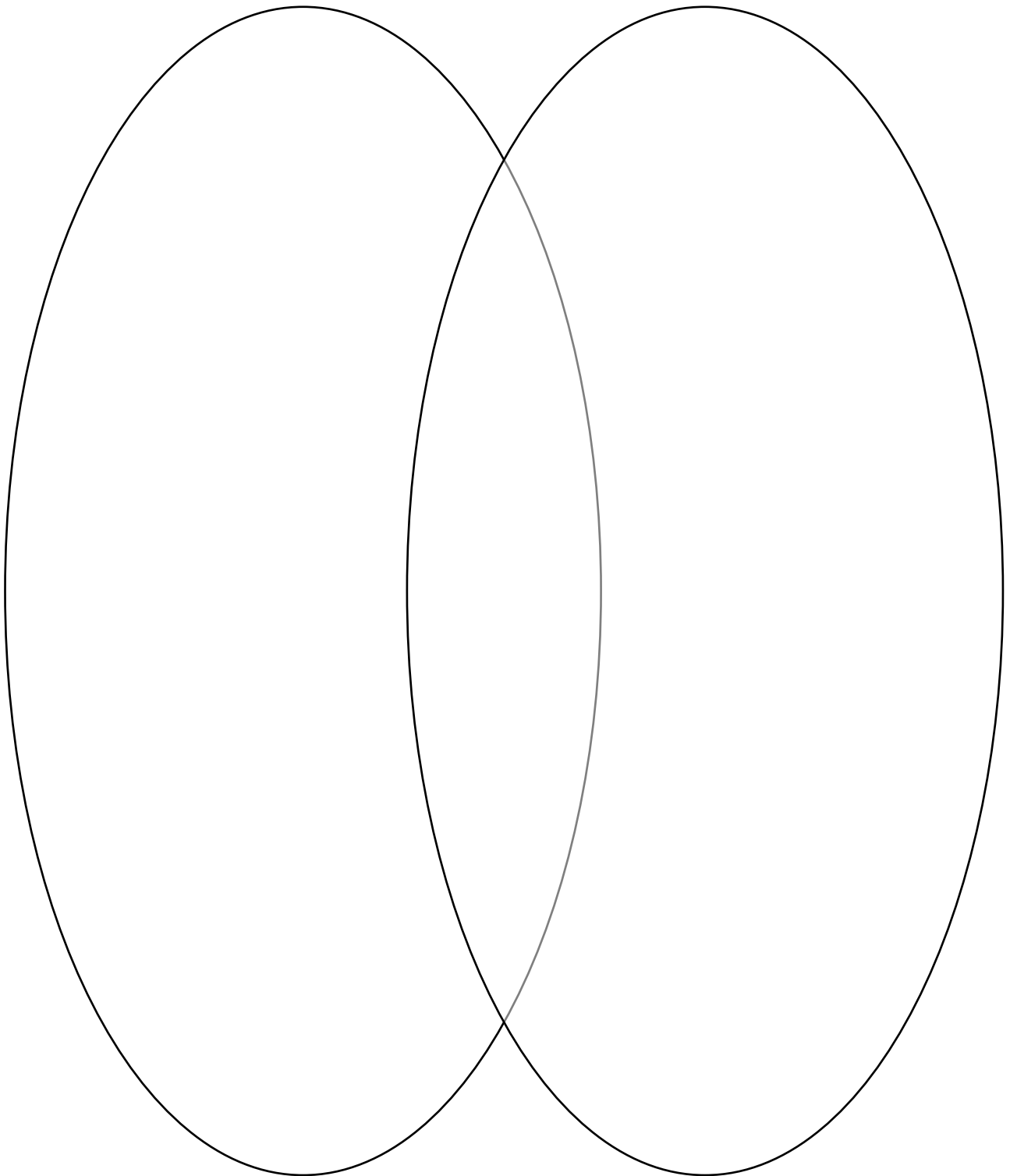
Derewianka, B. (2020). Supporting meaning-making through text organisation. In T. Daffern, & N.M. Mackenzie (Eds), *Teaching writing: Effective approaches for the middle years* (**Chapter Five**). Allen & Unwin Academic.

Mackenzie, N. M., & Daffern, T. (2020). Supporting meaning-making through vocabulary. In T. Daffern, & N.M. Mackenzie (Eds), *Teaching writing: Effective approaches for the middle years* (**Chapter Seven**). Allen & Unwin Academic.

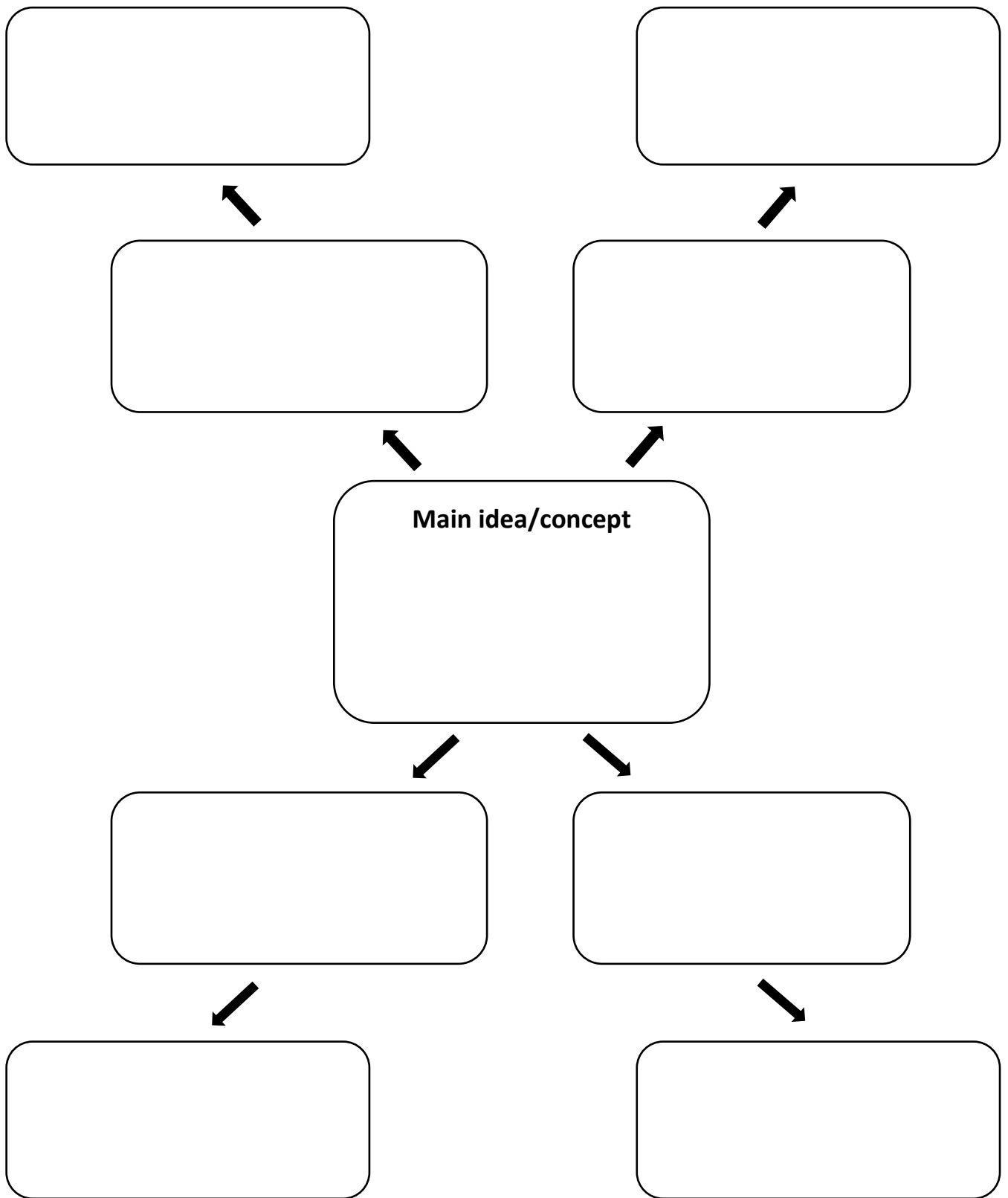
Daffern, T. (2020). Supporting meaning-making through spelling. In T. Daffern, & N. M. Mackenzie (Eds), *Teaching writing: Effective approaches for the middle years* (**Chapter Nine**). Allen & Unwin Academic.

Ryan, M., & Daffern, T. (2020). Assessing writing: Teacher-led approaches. In T. Daffern, & N. M. Mackenzie (Eds), *Teaching writing: Effective approaches for the middle years* (**Chapter Fifteen**). Allen & Unwin Academic.

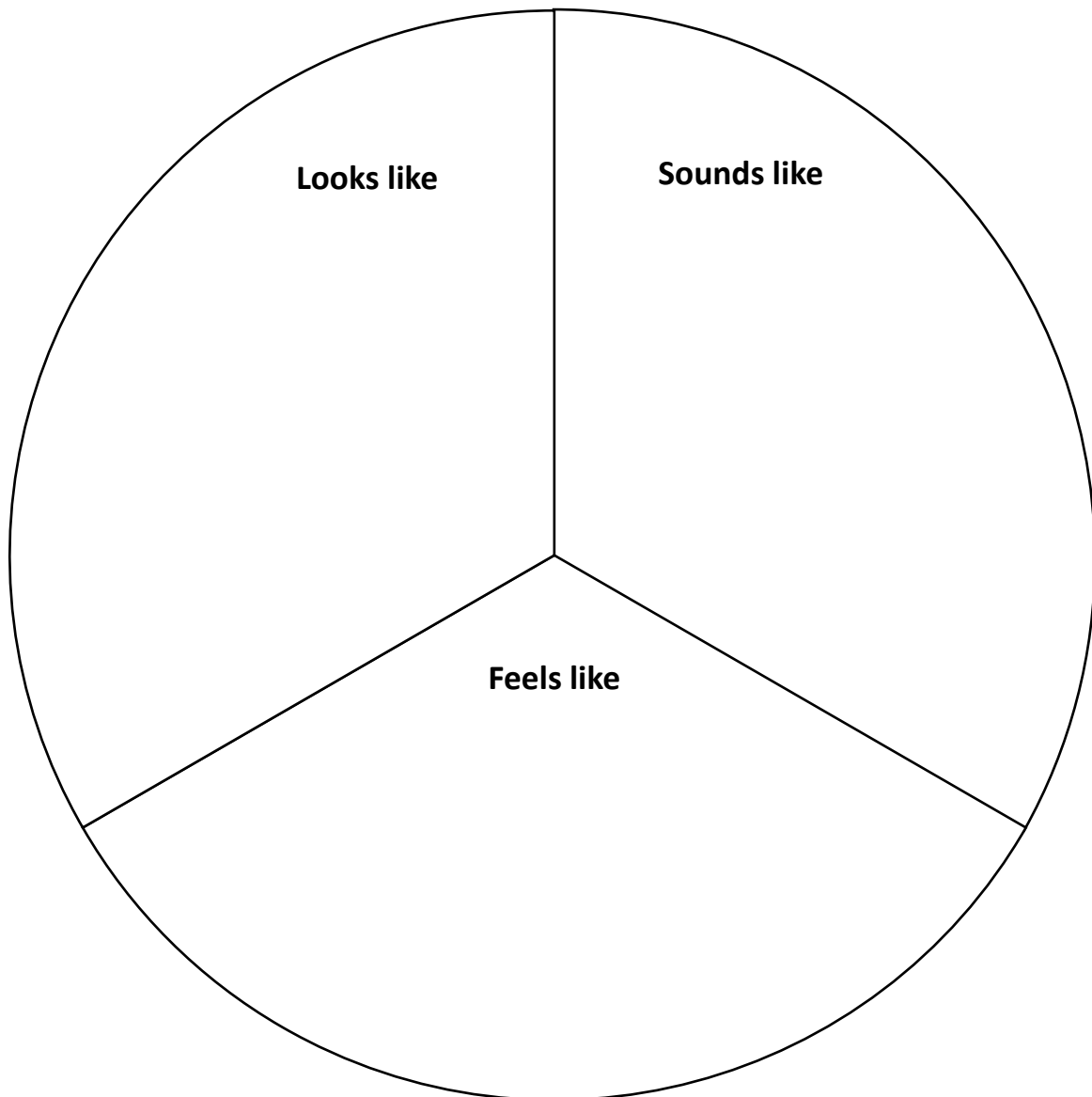
Graphic organiser: Venn Diagram



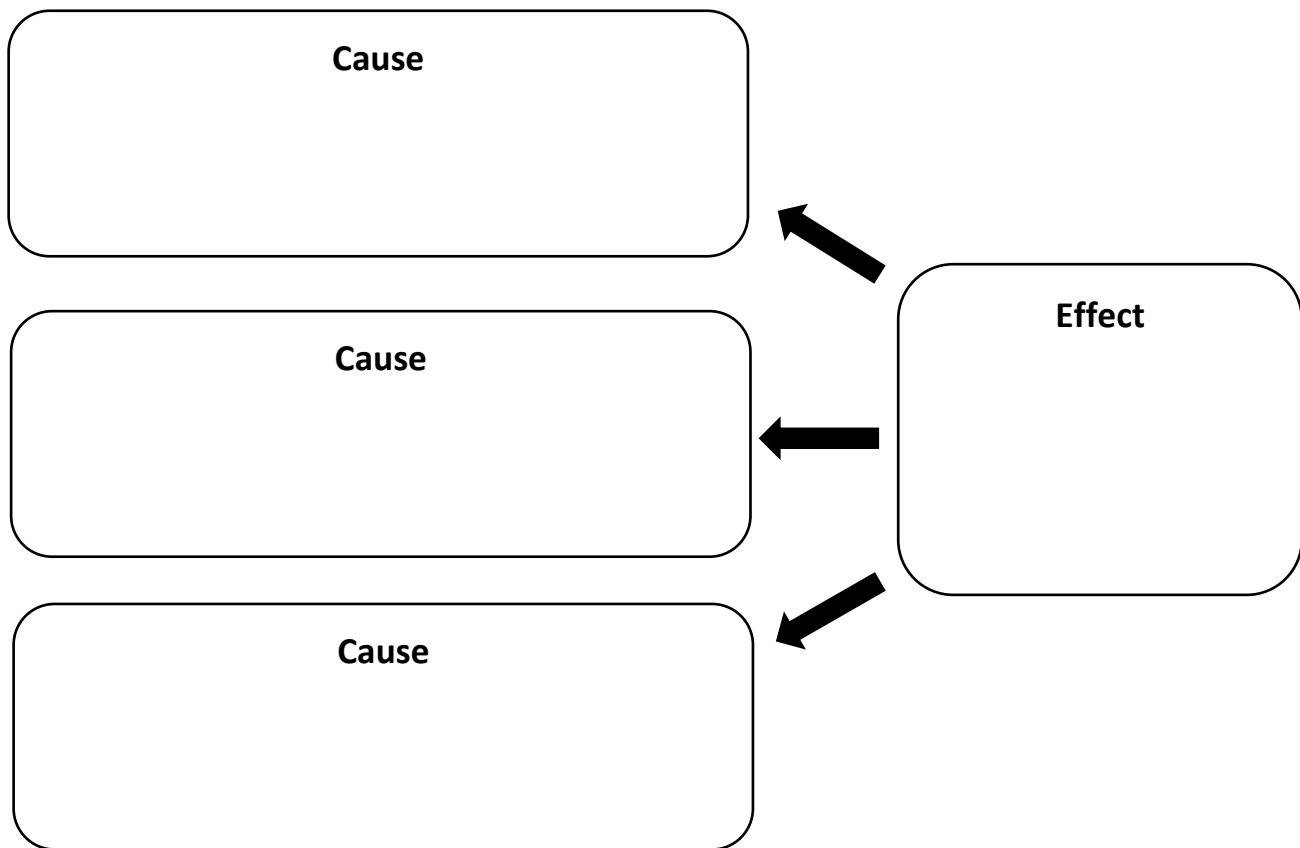
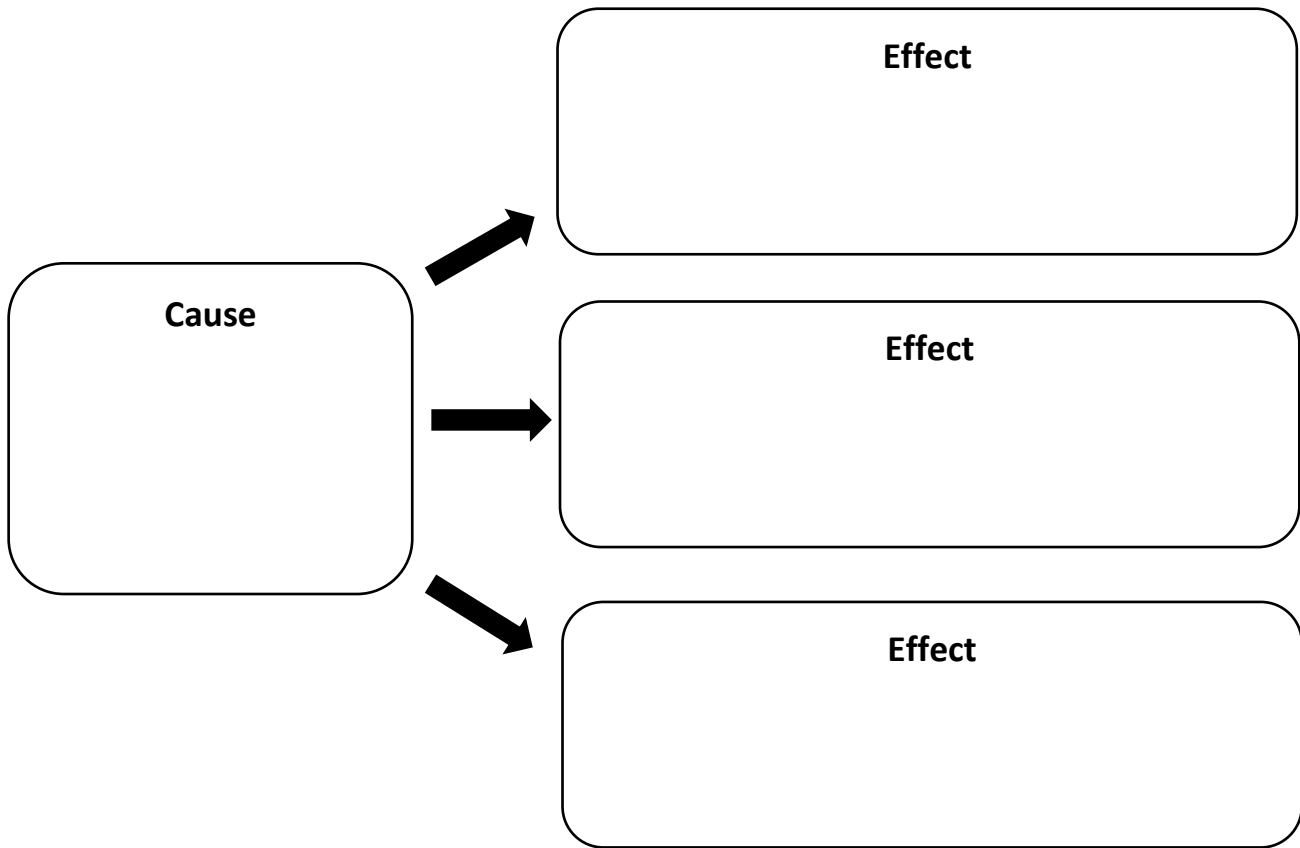
Graphic organiser: Concept/semantic map



Graphic organiser: Y Chart



Graphic organiser: Cause and effect charts



Graphic organiser: Persuasive text (linking evidence to reasons)

Stage of Text/Arguments	Reasons	Link Evidence to Reasons
Introduction		
Argument 1	Reason 1	
	Reason 2	
	Reason 3	
Argument 2	Reason 1	
	Reason 2	
	Reason 3	
Argument 3	Reason 1	
	Reason 2	
	Reason 3	
Conclusion		

Graphic organiser: Sample planner for an explanation text

INTRODUCTION

Big ideas about the concept/topic:

Each paragraph presents a new idea related to the concept or topic.

BODY PARAGRAPH 1
Topic sentence:

Elaborate (explain or provide examples)

Elaboration:

Elaboration:

BODY PARAGRAPH 2
Topic sentence:

Elaboration:

Elaboration:

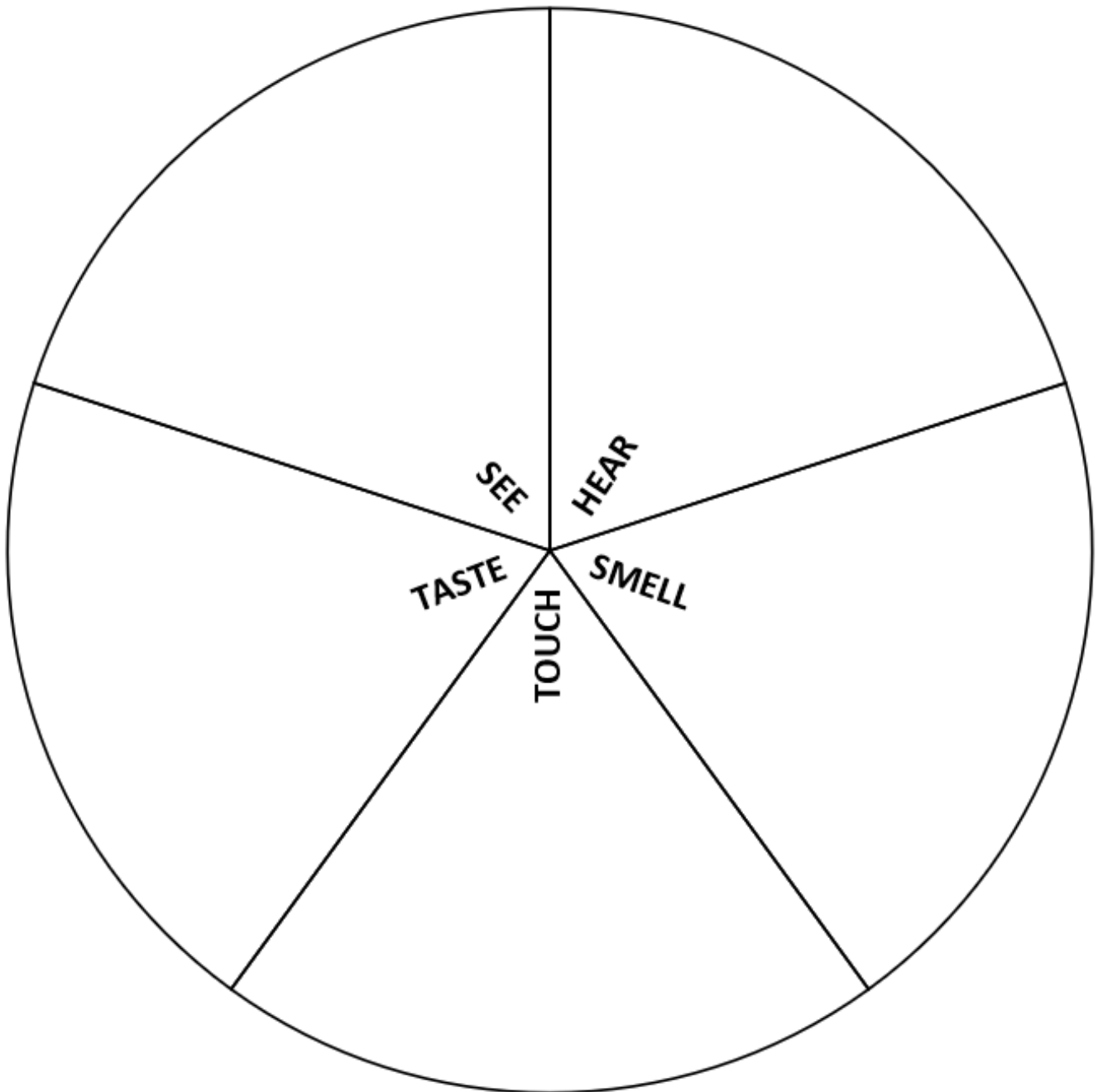
BODY PARAGRAPH 3
Topic sentence:

Elaboration:

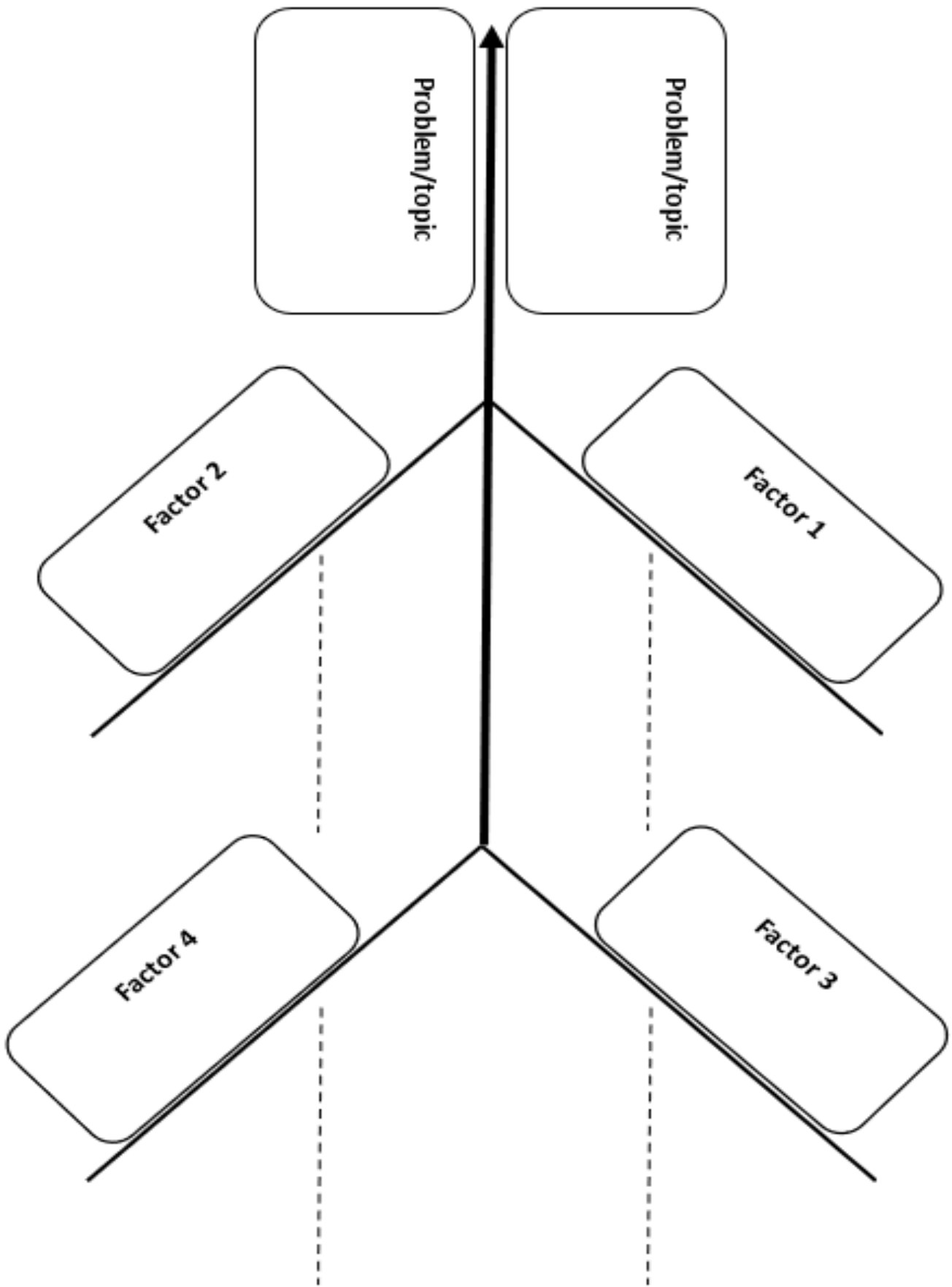
Elaboration:

CONCLUSION/SUMMARY

Graphic organiser: Vocabulary chart relating to the senses



Graphic organiser: Fishbone Chart



Spelling Error Analysis Template

STUDENT:		DATE:	
WRITING SAMPLE/S:			
INCORRECTLY SPELLED WORDS			
PHONOLOGICAL ERROR PATTERNS			
LINGUISTIC FEATURES		ERRORS OBSERVED	
Phonological teaching priorities:			
ORTHOGRAPHIC ERROR PATTERNS			
LINGUISTIC FEATURES		ERRORS OBSERVED	
Orthographic teaching priorities:			
MORPHOLOGICAL ERROR PATTERNS			
LINGUISTIC FEATURES		ERRORS OBSERVED	
Morphological teaching priorities:			

Writing conference template (for evaluating writing processes)

STUDENT: DATE:	STRENGTHS	OPPORTUNITIES FOR GROWTH
Task initiation		
Planning		
Writing schema		
Proposing		
Translating		
Transcribing		
Evaluating		
Collaborating		
Transcribing tools		
Attention		
Long-term memory		
Working memory		
Reading skills		

Writing conference template (for a functional language analysis of writing)

Student:	Date:	Text:
CONTENT		
Guiding questions	Strengths	Areas for improvement
<ul style="list-style-type: none"> ▪ What is the intended message? ▪ What is the balance between frequency of nouns/noun groups vs pronouns? ▪ How are the participants, processes and circumstances presented in each sentence? ▪ What is the balance between the various process types (doing, thinking, relating, saying & feeling verbs)? ▪ How are processes (verbs) used to connect subjects/participants (nouns/noun groups)? ▪ Is nominalisation used? 		
ORGANISATION		
Guiding questions	Strengths	Areas for improvement
<ul style="list-style-type: none"> ▪ How is this text organised? ▪ Is this text logically organised? ▪ Is thematic progression accumulative? ▪ Is this text confusing or monotonous to read (e.g., are pronouns overused or statements randomly sequenced)? ▪ Subject-verb agreement? ▪ Noun-pronoun agreement? ▪ Do topic sentences start each paragraph? 		
STYLE, TONE & VOICE		
Guiding questions	Strengths	Areas for improvement
<ul style="list-style-type: none"> ▪ How does the writer interact with the reader (e.g., through use of rhetorical questions, first person, vs third person)? ▪ What is the writer's perspective? ▪ What is the tone of this text? ▪ How does the writer establish an authorial voice in this text? ▪ Is the register appropriate for the purpose and audience? [e.g., an informal register is characterised by simple nouns and pronouns and the lexical density is low; a formal register is characterised by technical or abstract nouns, expanded noun groups and the lexical density is high]. ▪ How does modality of words influence meaning? 		

Writing assessment template (to evaluate the form and function of a written text)

Daffern, T., & Mackenzie, N. M. (Eds) (2020). Teaching writing: Effective approaches for the middle years. Allen & Unwin Academic. ISBN: 9781760528928

Student:			Text:	Total word count:
Date:				
SENTENCE STRUCTURE	FREQUENCY	ACCURACY	FUNCTION <i>How the sentences function</i>	
Simple sentences <i>He likes the hat.</i>				
Compound sentences <i>He likes the hat so he'll purchase it.</i>				
Complex sentences <i>The lady who helped me is kind.</i>				
PHRASES	FREQUENCY	ACCURACY	FUNCTION <i>How the phrase structures function</i>	
Compound nouns <i>The <u>teacher and the students</u> went to the local shops.</i>				
Elaborated noun phrases <i>The <u>little dog</u> ran towards me.</i>				
Prepositional phrases <i>The boy looked <u>under his bed</u>.</i>				
MODIFIERS	FREQUENCY	ACCURACY	FUNCTION <i>How the modifiers function</i>	
Adverbs <i>He was <u>extremely</u> frustrated.</i>				
Adjectives <i>It is a <u>large</u> house.</i>				
Quantifiers <i>He is <u>10cm</u> taller than his sister.</i>				
Noun adjuncts (noun changing a noun) <i>There are many <u>land mines</u>.</i>				

NOUNS	FREQUENCY	ACCURACY	FUNCTION <i>How the nouns function</i>
Tier one nouns Every day, simple words (e.g., <i>home, walk, happy, dog</i>)			
Tier two nouns Difficult words (e.g., <i>obvious,</i> <i>complex, establish, verification</i>)			
Tier three nouns <i>Technical words (e.g.,</i> <i>ectotherms, precipitation)</i>			
Plural nouns <i>The <u>babies</u> were content.</i>			
Possessive nouns <i>The <u>boy's</u> hat is very large.</i>			
PROCESSES (VERBS)	FREQUENCY	ACCURACY	FUNCTION <i>How the verbs function (doing,</i> <i>sensing, saying, relating)</i>
Tier one verbs Every day, simple words (e.g., <i>is, was, am, have, are, be</i>)			
Tier two verbs e.g., <i>whirled, stumble, groan,</i> <i>meander</i>			
Tier three verbs <i>Technical words (e.g.,</i> <i>precipitate, emulsifying)</i>			
Regular past tense <i>The dog <u>walked</u>.</i>			
Irregular past tense <i>The dog <u>ran</u>.</i>			
Auxiliary verb + main verb <i>The man <u>is/was</u> yelling;</i> <i>I <u>am</u> talking; The boy <u>will</u> run.</i>			

Note for Accuracy: 1=Rare/nil; 2=Some 3=All

Daffern, T., & Mackenzie, N. M. (Eds) (2020). Teaching writing: Effective approaches for the middle years. Allen & Unwin Academic. ISBN: 9781760528928