

# TEMPLATES FOR TEACHING & ASSESSING WRITING

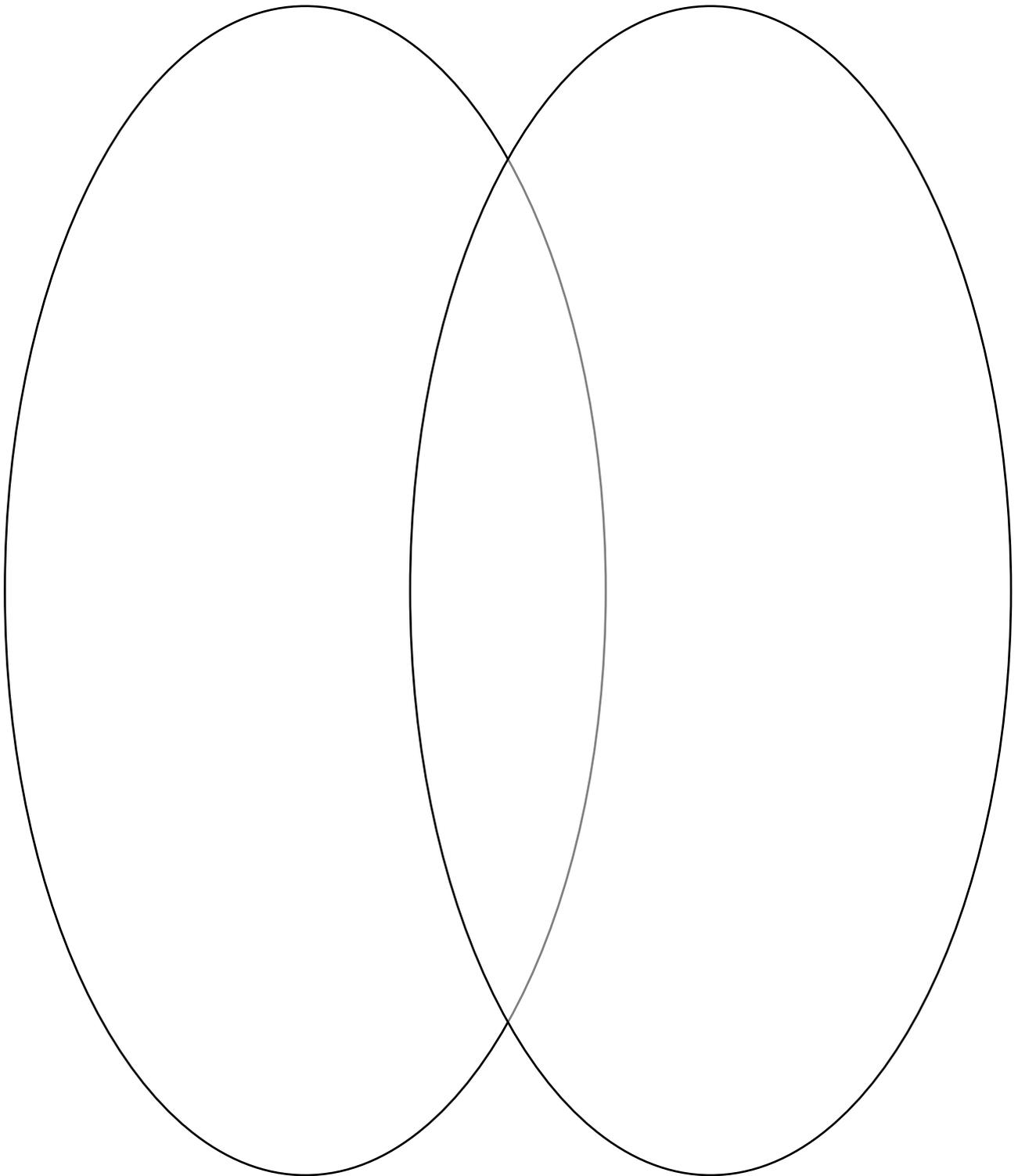
**Note.**

**These resources can also be used to support reading instruction**

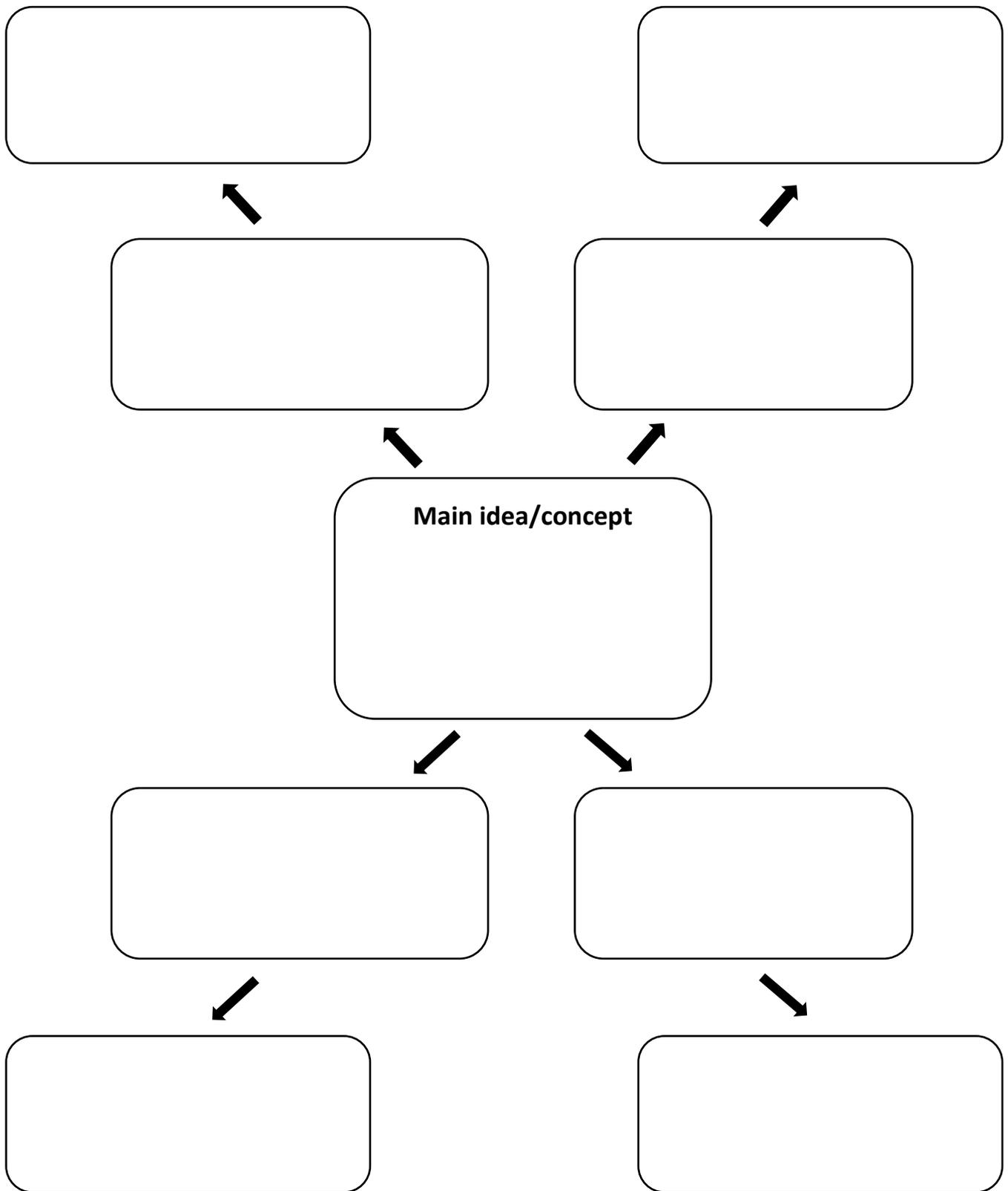
*These templates are adapted pre-prints for classroom use. It is recommended that they be used alongside the following book:*

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

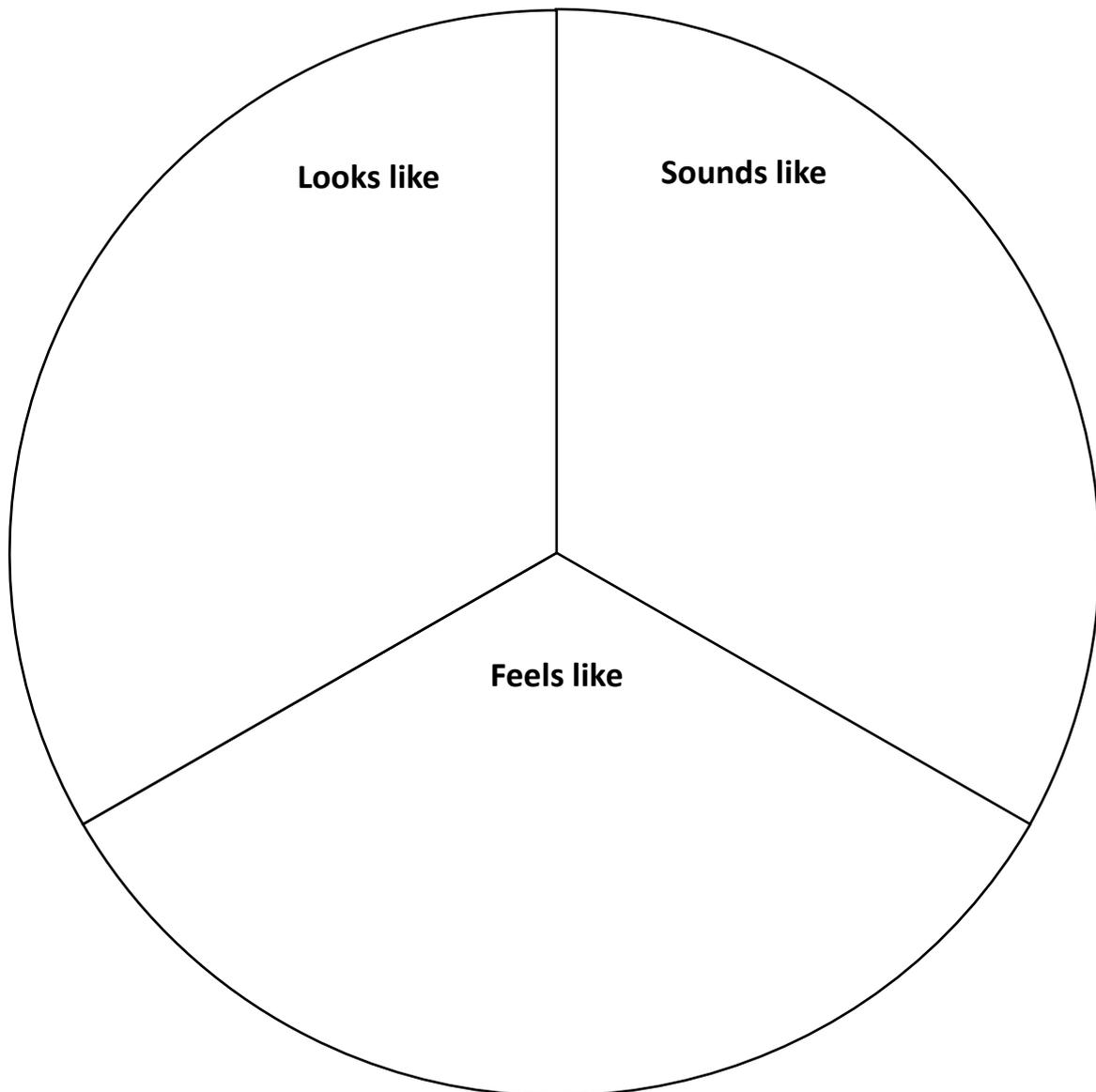
**Graphic organiser: Venn Diagram**



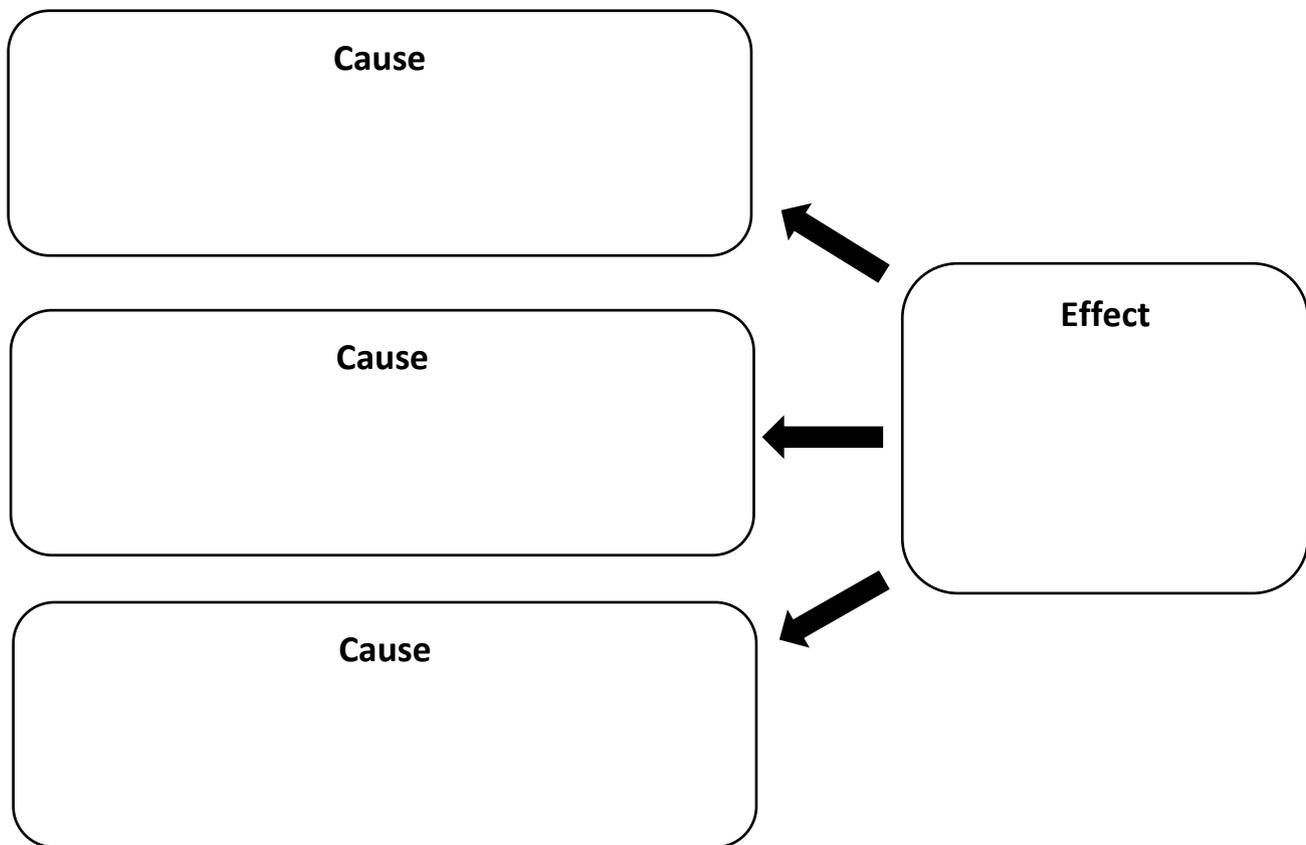
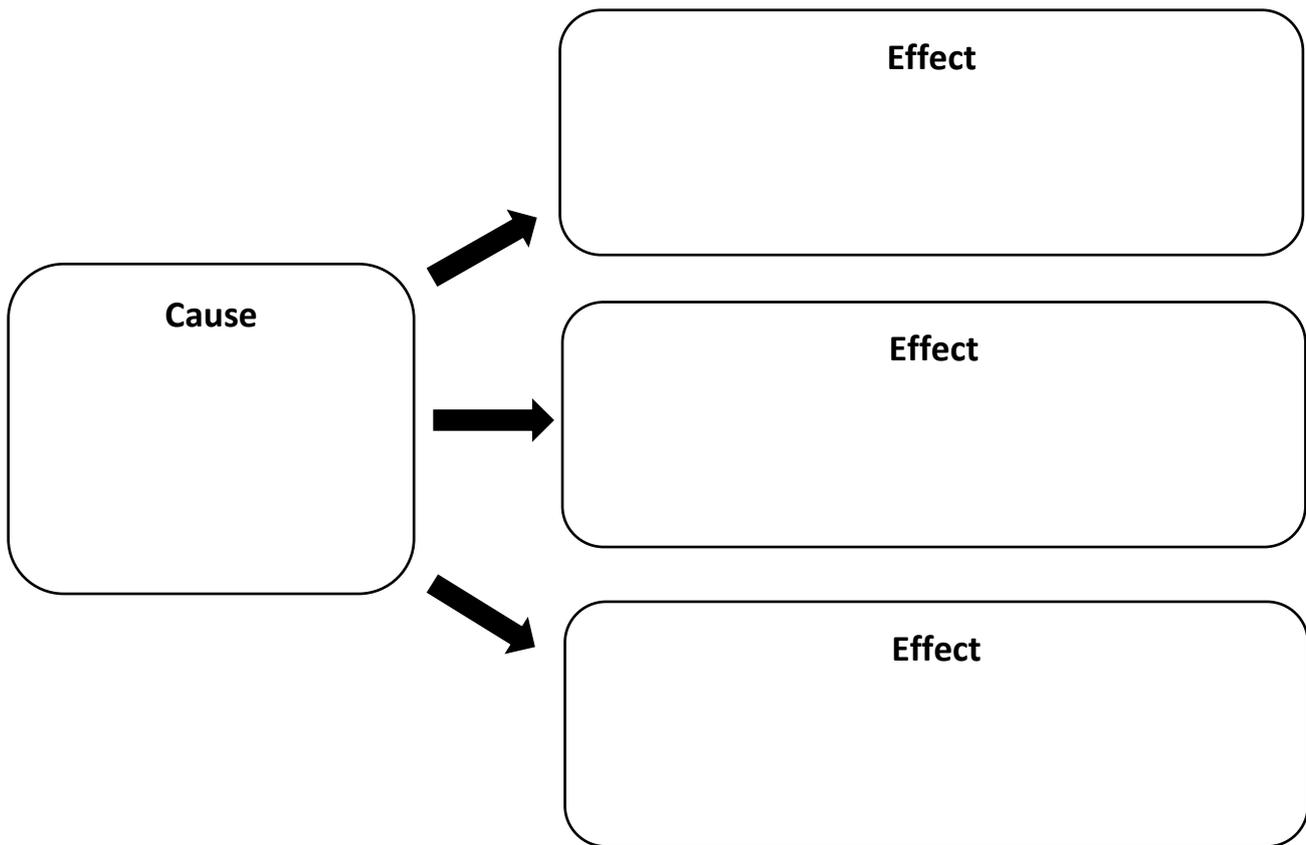
**Graphic organiser: Concept/semantic map**



**Graphic organiser: Y Chart**



**Graphic organiser: Cause and effect charts**



**Graphic organiser: Persuasive text (linking evidence to reasons)**

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

**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.

Elaborate (explain or provide examples)

**BODY PARAGRAPH 1**  
Topic sentence:

Elaboration:

Elaboration:

**BODY PARAGRAPH 2**  
Topic sentence:

Elaboration:

Elaboration:

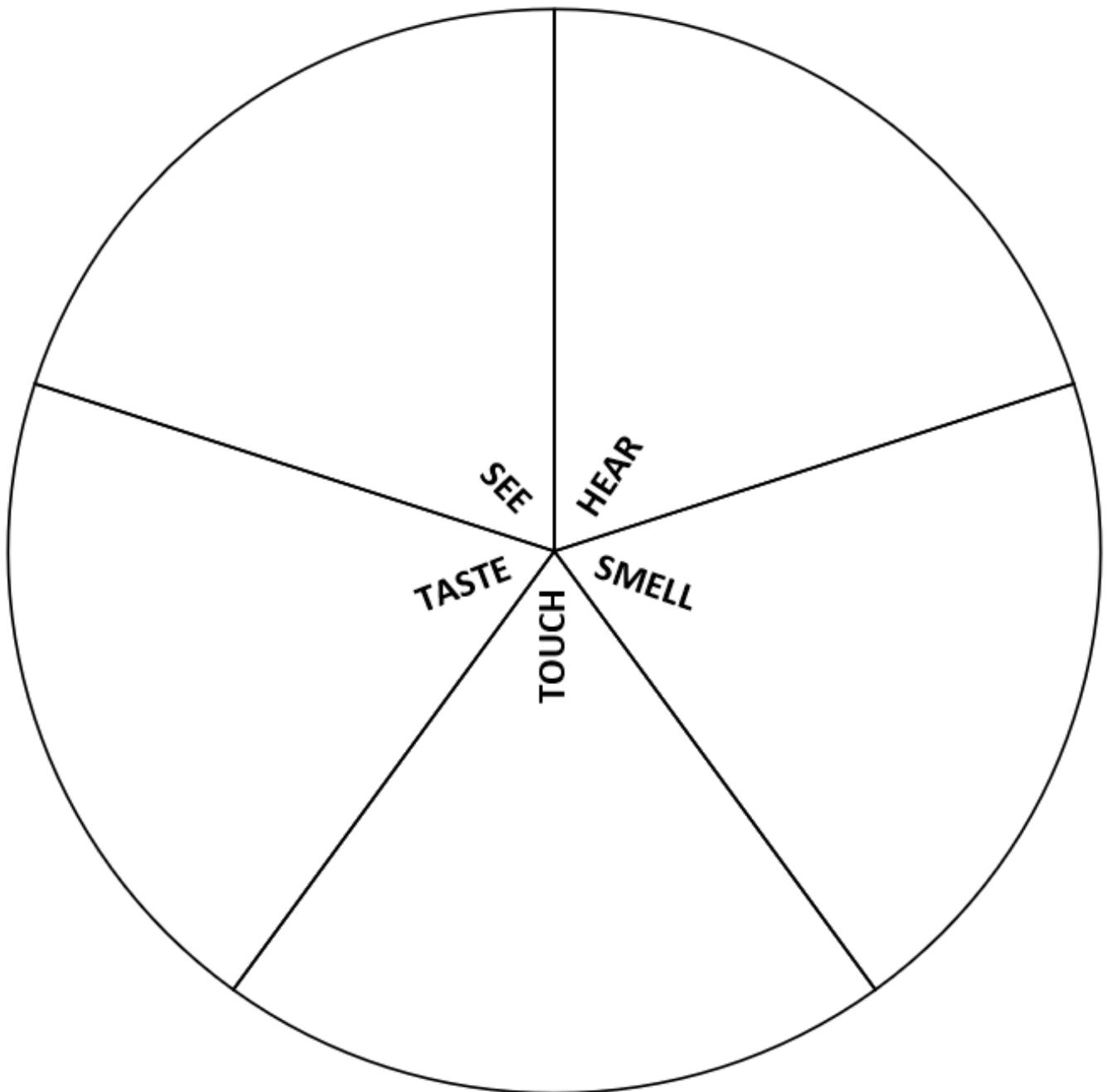
**BODY PARAGRAPH 3**  
Topic sentence:

Elaboration:

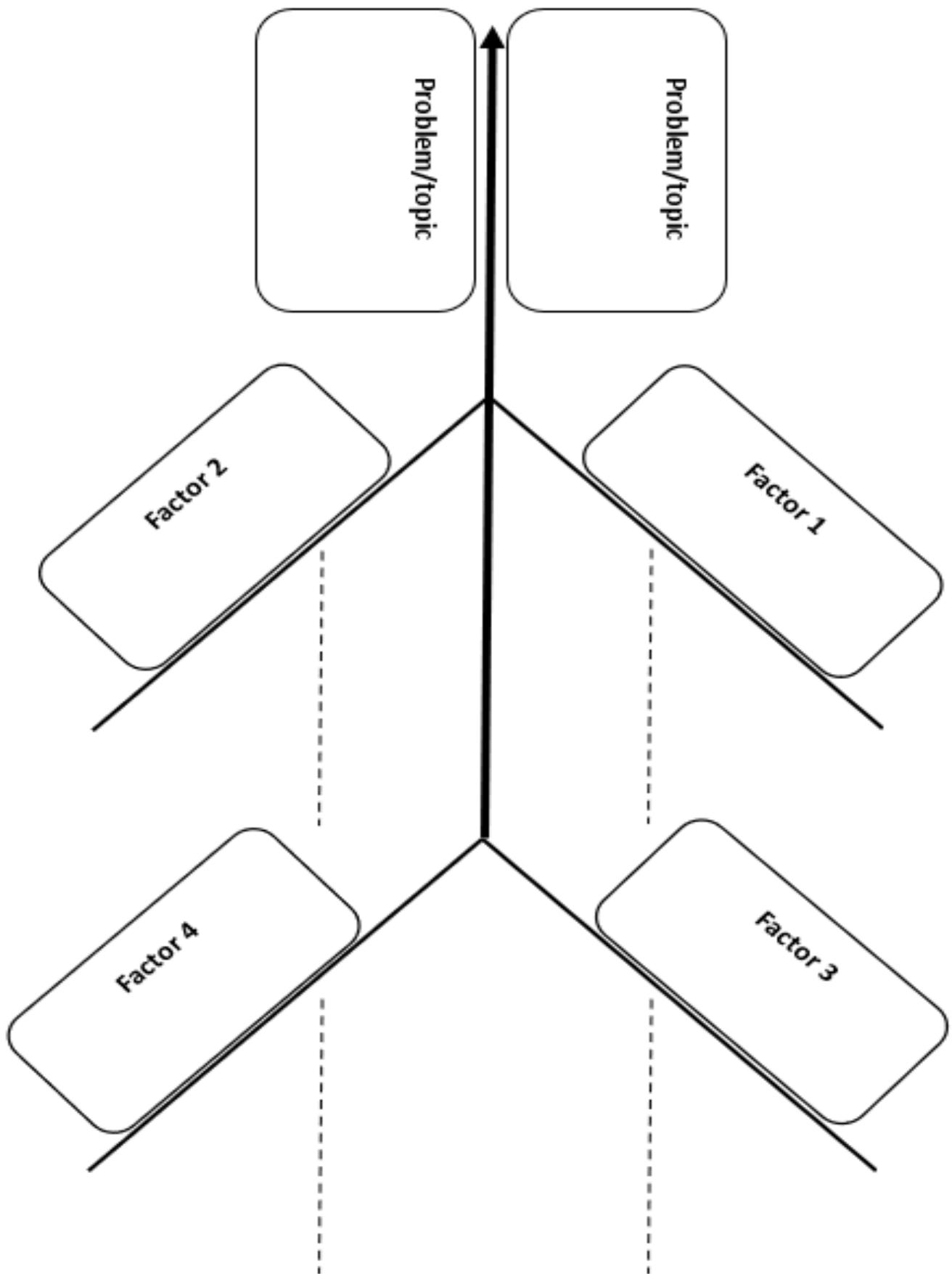
Elaboration:

**CONCLUSION/SUMMARY**

**Graphic organiser: Vocabulary chart relating to the senses**



Graphic organiser: Fishbone Chart



**Spelling Error Analysis Template**

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

**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)**

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

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

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

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

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