Sample Writing Frames or Scripts

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 or some form of graphic organizer to record information prior to writing to collect and compare your ideas.

|  |  |
| --- | --- |
| **A characteristics** | **B** |
| **Soccer** | **football** |
| **players** |  |
| **rules** |  |
| **ball** |  |
| **paddling** |  |

**Example 2: Comparison Frame**

Although... and ... are different...

they are alike in some interesting ways.

For example they both...

They are also similar 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...

I think that...

**Example 2:**

because...

The reasons for my thinking this are, firstly...

so...

Another reason is...

Moreover .... because....

These (facts/arguments/ideas) show that...