Text type scaffold

Write a procedure

Student name: __________________________ Class: __________ Date: __________

Write a title or introductory statement.
Clearly and briefly give the goal or aim of the procedure.

List the materials and equipment.
List what is needed to follow the procedure, in the order it is needed. This can be a list or a paragraph.

Write steps.
Write steps to reach the goal, in the correct order. They can be numbered or linked with words such as now, next and after. Write in the present tense as commands, eg Press the green button. Use headings to organise many or difficult steps. Build detailed nouns groups to give greater detail. Where necessary, give reasons for the steps and warnings, such as Be careful working with knives. Emphasise important information with colour or underlining.

Include graphics.
If possible, include numbered or labelled graphics to match the steps.
Writing a description

Student name: ___________________________ 

Class: ___________________________ 

Date: ___________________________

Write a title or introduction. 
If your description is not part of a longer text, introduce the subject of your description.

Write about the details of the subject. 
Focus on the details. What is it? What does it look like? What can it do? What are its special features? Include important features and compare features with other things. Make your writing detailed enough to help a reader imagine what you are describing.

Use descriptive language. 
Use a variety of adjectives in your description and different types of verbs and adverbs. Build detailed noun groups and use words that create images. Use metaphors, idioms and personification to add interest.

Write a conclusion. 
For a stand-alone description, you may sum up the subject of the description. You may also add your opinion about the importance of the subject.
Writing a discussion

Student name:  
Class:  
Date:

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Introduce the topic.  
Explain the topic of the discussion. Try to make your reader interested in the topic.

Write arguments for both sides of the discussion.  
Give arguments for and against the issue and back them up with evidence. Remember: give arguments for both sides, not just your opinion on the topic. Show that you understand the topic.

Arrange the arguments in an order that builds a fair discussion. Each paragraph should have a topic sentence supported by details.

Use persuasive language.  
Use persuasive words to explain the arguments and degrees of modality for effect, eg we might … we must.

Use connectives, such as On the other hand and However, to move between arguments on the topic.

Write a conclusion.  
Sum up arguments on the topic. You may suggest an action or present your opinion on the topic.
Writing an explanation

Text type scaffold

Student name: Class: Date:

Write a title.
This often begins with *How* or *Why*, or names the action or process.

Write an introductory statement.
Write a short, interesting statement about the action or process.

Write statements in order.
Describe the action or process in paragraphs, in the order that events happen. Focus on the action, rather than the things used in the action. Use technical terms and link steps with connectives and conjunctions (eg, *first*, *then*, *after this*). Use a variety of verbs and adverbs. Use complex noun groups to build detailed descriptions.

Sum up the action or process.
Describe how the subject of the explanation will continue (eg a life cycle), or briefly sum up what has happened.

Include graphics.
If possible, include a labelled graphic or flow chart to help explain or add information.
Writing an exposition

Introduce the topic.
Explain the topic of the exposition, and clearly state your point of view. Think about who you are trying to persuade and what you are trying to persuade them to think or do. Sum up the arguments you will make to support your point of view.

Write arguments to support your point of view.
Give several, strong arguments and back them up with evidence. Start a new paragraph for each argument. Arrange the arguments in a sensible order.

Use persuasive language.
Use words that show your opinion, such as We must. Involve your audience by using emotive words. Use connectives, such as Furthermore and Another reason is, to link your arguments.

Write a conclusion.
Tie your exposition together with a strong conclusion. Do not leave your reader in any doubt about your opinion on the topic. You may suggest an action on the topic.
Writing an information report

Write an opening statement.
Write a short, general opening statement that states the subject of the report. This may include a short description or definition of the subject.

Write paragraphs about the topic.
Start a new paragraph each time you write something new on the topic. Write a topic sentence for each paragraph and follow it with details. If the report is long, use headings to divide information. Give your reader correct information. The report may end by repeating what the report is about.

Use words that suit the topic.
Write in a formal, accurate and objective style to deal with the facts. Use general nouns, noun groups and technical words. Use a wide variety of verbs and adjectives.

Add graphics.
If possible, add one or more graphics (e.g., diagrams, images, charts) with labels and captions to add information.
Writing a narrative

Write a title.
Think of a catchy title that will get your readers’ attention.

Write an orientation.
This is the setting. Write about who, when and where. Who is telling the story? Will you use he, she, they, I, we or us? Is the story in the past, present or future? Introduce the main characters and their relationships to each other.

Introduce a complication.
The narrative needs one or more problems or challenges, which will be sorted out at the end. A character’s life may have changed, or maybe a character wants something. The main character is often prevented from reaching his or her goals.

Write about a series of events.
What are the characters doing about the complication? Let your reader know what the characters are feeling and saying, not just what they are doing.

Write a resolution.
One or more characters sort out the complication in a believable or satisfying way. It might be a happy or sad ending.

(Optional) Write a reorientation.
Explain if your characters have changed or learnt a lesson. Do they return to their normal lives? You may choose to sum up what happened in the narrative.
Write an orientation.
Set the place, time, setting and who was involved.

Explain what happened.
Write about what happened in the past tense, in the order that it happened. Focus on significant events and ignore irrelevant details. Use paragraphs to show the order of events. Link events with time words, such as Then and After that. Use action verbs to describe events. Use adverbs and adverbial phrases to show events in time and indicate place, eg On 6 June 1912 … If it is a personal recount, add personal and emotive comments and anecdotes. If you are writing a factual recount, use technical language and details appropriate for your audience.

Write a conclusion
Sum up what happened. It may include your thoughts or opinion on what you have written about.
Writing a response

Write an introduction.
Provide background information on the text(s) you are responding to, such as who wrote it and when. Summarise your opinion.

Describe your response.
Explain the main features and characters. Use persuasive and evaluative language to express your opinion. Show that you understand the text. If possible, compare the text to others like it. Include indirect speech from the text. Use a variety of verbs and switch between tenses when you need to.

Give your judgement.
Sum up your opinion of the text. Use modal adverbs in persuasive language. eg It is obviously ...