TOP TOOLS

FOR LITERACY AND THINKING

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A developmental approach

PEARSON

Longman

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PREFACE

Top Tools for Literacy and Thinking: A developmental approach is both a synthesis and extension of *Top Tools for Literacy and Learning* and *Top Tools for Teaching Thinking*. It retains the popular and practical focus of previous publications, and it extends them in innovative ways by linking thinking and literacy to the writing of a range of genre. The book retains some of the tools described in the previous volumes, but adds new tools and links them to the demands of literacy programmes and curriculum imperatives that focus on assisting learners to think.

This CD contains templates selected from the book, and previous publications, that allow teachers to quickly use tools and writing frames in their teaching. It also contains model arguments, descriptions, narratives, recounts, explanations and reports that teachers can discuss with learners. A CD symbol in the margins of the book indicates templates and models available on the CD.

The contents of this CD may be printed and photocopied for immediate classroom use.

Simple T-chart

Our question: _____

Yes...because	No...because

Our answer:

_____

_____

_____

_____

_____

_____

_____

Simple draft argument writing frame (linked to a simple T-chart)

What we believe*

_____

_____

Body*

First argument*

_____

_____

_____

_____

_____

Second argument*

_____

_____

_____

_____

_____

Restatement of what we believe*

_____

_____

_____

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model simple draft argument (based on a simple T-chart)

Draft title*Spray is OK

What we believe*

We believe that MAF was right to spray for the Painted Apple Moth (PAM).

Body*

First argument*

The PAM eats our native plants, and our pine and gum trees. If all those plants die a lot of people would be out of a job.

Second argument*

I think MAF were right because the spray does not make you sick. I don't know of anyone who got sick.

Restatement of what we believe*

For these reasons I think MAF was right to spray for the moths.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Intermediate T-chart

Debateable question: _____

Yes...because	No...because

Middle position (that might satisfy both sides)

_____

_____

_____

Restatement of what we believe*

_____

_____

_____

Model intermediate draft argument (based on an intermediate T-chart)

*Draft title** Full steam ahead

*Background**

The East Coast is a popular retirement and holiday town. It has an estuary and is popular with boaties. It also has a sand bar at the mouth of the estuary that is popular with surfers. Recently, there has been debate over whether a marina should be built. The debate was between the developers and boaties on the one side, and surfers and indigenous people and others on the other side.

*What I believe**

I think that the East Coast Marina should be built and that the indigenous people and the surfers have a weak case opposing the development.

*Body**

*First argument** (Topic sentence)

An East Coast marina should be built because a local poll indicates that most people want it. A poll conducted by the University of the East for the local newspaper indicated that 72% of the rate payers wanted the marina to be built. Only a handful of surfers objected and it is not clear how many indigenous people the protesters actually represented.

*Second argument** (Topic sentence)

An East Coast marina should be built because, the construction phase of the marina would be a big boost to the local economy. There are many people on the East Coast who are unemployed, especially outside the holiday season.

*Counter argument** (Topic sentence)

An East Coast marina should be built because, the judge of the Environment Court said yes. This court takes into account evidence provided by the Historic Places Trust and marine experts, and the indigenous people who have said they don't want the marina because it will disturb sacred ground and because it will spoil fishing stocks.

*Middle position**

The arguments will never be resolved, but people might be happier about building the marina if there was further study on the possible impact of the marina on the bar, and if the construction was closely monitored by indigenous people.

*Restatement**

The marina should go ahead. The majority of people want it and it has got a Resource Consent.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

SAMPLE

Complex T-chart

Debatable question: _____

Order*/ Strength	Yes… because ↓	References (pages, dates, people)	Order*/ Strength	No… because ↓	References (pages, dates, people)

* 1 = strongest argument; 4 = weakest argument

Responses

Our middle position *(that might satisfy both sides)*

_____

_____

_____

_____

Final position *(that supports one side)*

_____

_____

_____

_____

Intermediate and complex draft argument writing frame (linked to an intermediate or complex T-chart)

Background (tell the reader what lead to this argument)*

_____

_____

My position (are you for or against?)*

_____

_____

Body*

First argument (your strongest argument stated as a topic sentence)*

_____

_____

_____

Counter argument (use the weakest argument from the other side of the T-Chart)*

_____

_____

_____

Middle position (a balance of both sides of the T-Chart)*

_____

_____

_____

Final position (restating your position)*

_____

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model complex draft argument (based on a complex T-chart)

Draft title: Spray or nay?

Background*

The decision by the Ministry of Agriculture and Fisheries (MAF) to spray our city suburbs and kill the Painted Apple Moths (PAM) upset many people. Some people left town rather than risk their children breathing in the spray. Others were afraid because they didn't know what was in the smelly spray.

My position*

I believe that the MAF should kill the destructive PAMs, but that the spraying should stop until we know more about the spray.

Body*

First argument* (Topic sentence)

The Ministry of Agriculture and Fisheries is right to aerial spray the city to eradicate the Painted Apple Moth because of the threat PAM poses. According to a MAF brochure, PAM is a threat to our native plants, and all our pine and gum trees, and flowers we grow for sale. If all those plants died a lot of people would be out of a job.

Counter argument*

Three students in our class say that the spray programme is not working, but no more moths have been found since MAF sprayed. That's a success.

Middle Position*

Not everyone is going to be completely happy, but probably most people believe we should spray. Most people probably think that MAF needs to better communicate with the public, to tell people when the spraying will happen and to evacuate asthmatics.

Final position*

However, on balance we think that spraying should stop until we know more. MAF is putting the economy above people and not telling us what is in the spray. Most of what we know about the spray comes from MAF, and not everyone trusts them. MAF is right to spray the moths, but we need to know more.

* Draft writing frame subheadings are removed before learners write their final revisions.

Simple creative problem solving tool

1   What problem are we trying to solve? *(Write the problem above the grid below.)*

2   Invent solutions and record them in the solutions boxes on the creative problem solving grid below. The following questions will help you invent your solutions.

   ⟳   Is there anything you could change about the problem?

   ⟳   Is there anything you could get rid of that would solve the problem?

   ⟳   Is there anything you could add that would solve the problem?

   ⟳   What would be the opposite of the problem?

The problem we are trying to solve is..

Evaluations	Solutions			

Rating scale*: A = excellent solution, B = very good solution, C = average solution, D = below average solution, F = total failure.*

3   Invent evaluations by asking 'What is the good thing about each solution? *(Record these under 'Evaluations' on the grid.)*

4   Evaluate each solution using the rating scale.

5   The best solution is

   _____

6   Now you know your best solution, what is your plan of action?

   _____

   _____

Simple draft argument writing frame (linked to a simple creative problem solving tool)

Draft title* _____

What I believe*

_____

_____

Body*

First solution (argument)*

_____

_____

_____

Second solution (argument)*

_____

_____

_____

Third solution (argument)*

_____

_____

Fourth solution (argument)*

_____

_____

_____

Best solution (based on all the arguments)*

_____

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model simple draft argument (based on a simple creative problem solving tool)

Title*Bully on the phone

What I believe*

We have a problem with people using cell phones to bully others, but the problem can be solved.

Body*

There are a number of possible solutions to this problem.

First solution (argument)*

We could put nanny nets on phones so bullies can't text abusive language and that would be fair to all.

Second solution (argument)*

We could make using a phone like driving a car — you need a licence. But this licence would say whether you were of good character. Then we might stop bullies using phones, but that would be quite a costly solution.

Third solution (argument)*

We could put tracking devices in phones so we knew where the bullies were when they sent an abusive text, but that would result in more work for the police.

Fourth solution (argument)*

We could train people to use cell phone praise and that would probably solve the problem in the long term.

Best solution (based on all the arguments)*

So our best solution is that before people are allowed to own a cell phone they have to attend cell phone praise classes where they learn how to send positive messages, even to those who try to bully them.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Intermediate creative problem solving tool

1   State the problem *(Write the problem above the grid below.)*

2a Make sure you know the meaning of key words in the problem.

2b Complete the following: The [problem] is like a _____

2c Use some facts to describe the nature of the problem. _____

3   Complete the following: The best solution to the problem would be _____

_____

4   Invent and record on the grid below, solutions to the problem. The following
        questions will help you invent your solutions.

   –   Is there anything you could **change** about the problem?

   –   Is there anything you could **get rid of** that would solve the problem?

   –   Is there anything you could **add** that would solve the problem?

   –   What would be the **opposite** of the problem?

   –   How would 'others' solve the problem?

The problem we are trying to solve is _____

Evaluations	Solutions			

*Rating scale: A = excellent/worthwhile solution, B = very good/worthwhile solution,
C = average/worthwhile solution, D = below average/worthwhile solution, F = total failure.*

5   Invent evaluations by asking 'What are the positive, negative and interesting things
        about each solution? *(Record these under 'Evaluations' on the grid)*

6   Evaluate each solution using the rating scale.

7   The best solution is_____

8   Now you know your best solution, what is your plan of action?

_____

_____

Intermediate draft argument writing frame (linked to an intermediate creative problem solving tool)

Draft title* _____

What I believe*

_____

_____

Body*

First solution (argument)*

_____

_____

_____

Second solution (argument)*

_____

_____

_____

Third solution (argument)*

_____

_____

_____

Fourth solution (argument)*

_____

_____

_____

Counter argument*_____

_____

Middle position*

_____

_____

_____

Restatement*

_____

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model intermediate draft argument (based on an intermediate creative problem solving tool)

Draft title **Txt bules**

*What I believe**

We have a problem with people using cell phones to bully others, but the problem can be solved. People are being hurt, they don't want to come to school, and there has been a suicide linked to cell phone bullying. Cell phone bullying is destroying people's lives. By 'bullying' I mean people are being threatened and sworn at. The bullying texts are like having a knife come out of your phone and through your emotions. Howe big is the problem? Recent research indicates 20% of secondary school aged students report being the subject of text bullying. But the problem can be solved.

Cell phone bullying needs to stop, and people who have been bullied need an apology and counselling.

*Body**

*First solution (argument)**

We could put nanny nets on phones so bullies can't send abusive text language and that would be fair to all. Net nanny software screens out abusive language, but it may be that the bullies would find some other way of bullying.

*Second solution (argument)**

We could make using a phone like driving a car — you need a licence, a character licence. Then we might stop bullies using phones, but that would be quite costly. A market in illegal or stolen phones would develop, but at least you could deny people a cell phone if they had a history of bullying.

*Third solution (argument)**

We could put tracking devices in phones so we knew where the bullies were, but that would result in more work for the police. But we think this would be a good idea, especially if each cell phone had a password that only the user knew.

*Fourth solution (argument)**

We could train people to use cell phone praise and that would probably solve the problem in the long term. In the end it is people who have to change, not the technology.

*Fifth solution (argument)**

We should have the power to prosecute people who bully and phone companies need the power to disconnect the phones of bullies. We should have this now.

Counter argument*

But although attendance at phone praise classes sounds good, people who bully are likely not to come. They are more likely to steal a phone.

Middle position*

Perhaps a combination of solutions might work, for example, net nanny was a good solution because it was fair to all, not too costly, no extra work for police and would be a long term solution. Maybe net nanny and cell phone praise classes would work?

But our best solution is that before people are allowed to own a cell phone they have to attend cell phone praise classes where they learn how to send positive messages, even to those who try to bully them.

Restatement*

Cell phone bullying needs to stop, and people who have been bullied need an apology and counselling. Our solutions go some way toward solving the problem.

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* Draft writing frame subheadings are removed before learners write their final revisions.

Complex creative problem solving tool

1   What is the background to this problem?

_____

_____

2   Record the problem you are trying to solve above the grid below.

3   Use the 5 Why thinking tool to help you understand the problem.

4   Make sure you know the meaning of key words in the problem.

5   Complete the following: The [problem] is like a: _____

_____

6   Complete the following: The best solution to the problem would be: _____

_____

7   Invent solutions and record them on the creative problem solving grid below. Use the rating scale at the bottom of the grid on page 18.

   –   What could you **change** that would solve the problem?

   –   What could you **eliminate** that would solve the problem?

   –   What could you **add** that would solve the problem?

   –   How could you create the **opposite** effect?

   –   How would **'others'** solve this problem?

Our problem is _____

Evaluations	Solutions			

Evaluations	Solutions			

Rating scale: *A = excellent solution, B = very good solution, C = average solution, D = below average solution, F = total failure.*

8   Invent evaluations by asking 'What is the good thing about each solution? (Record these under 'Evaluations' on the grid.)

9   Evaluate each solution using the rating scale.

10 The best solution is _____

11 Evaluate the 'best solution:

–   Use Red Hat thinking to decide how most people might react to this solution.

–   Use Black Hat thinking to decide what is the worst thing about the best solution.

–   How does the best solution 'stack-up' against the ideal solution? (See step 6.)

–   Is this best solution a long term solution?

–   Is this best solution an ethical solution?

–   Will it disadvantage most of the people?   **Yes   No**

–   Will this solution take into account the feelings of others?   **Yes   No**

12 Is this the 'best' solution?   **Yes   No**

13 What is your plan of action? _____

_____

14 Did this tool help you solve the problem? _____

_____

Complex draft argument writing frame (linked to a complex creative problem solving grid)

Draft title* _____

Background*

_____

_____

What I believe*

_____

Body*

First solution (argument)*

_____

_____

_____

Second solution (argument)*

_____

_____

_____

Third solution (argument)*

_____

_____

_____

Fourth solution (argument)*

_____

_____

_____

Fifth solution (argument)*

_____

_____

_____

Middle position*

_____

_____

_____

Restatement*

_____

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model complex draft argument (based on a complex creative problem solving grid)

Draft title Text bullying

*Background**

Reports in the newspaper and evidence from school suggest people are experiencing cell phone bullying that upsets them, creates depression, absences from school and even suicide. By 'bullying' I mean people are being threatened and sworn at. The bullying texts are like having a knife come out of your phone and through your emotions. How big is the problem? Recent research indicates 20% of secondary school aged students report being the subject of text bullying. One committed suicide.

*What I believe**

We have a problem with people using cell phones to bully others, but the problem can be solved. People are being hurt, they don't want to come to school and there have been suicides. Cell phone bullying is destroying people's lives. You might ask: Why do people bully? I think they want to feel powerful, and they want to feel powerful because they are insecure. Insecure people have few friends and bullying is one way to gain attention. Insecure people don't know themselves, don't care about others, and are immature and uncaring.

Cell phone bullying needs to stop and people who have been bullied need an apology and counselling.

*Body**

*First solution (argument)**

We could put nanny nets on phones so bullies can't send abusive language and that would be fair to all. Net nanny software screens out abusive language, but it may be that the bullies would find some other way of bullying.

*Second solution (argument)**

We could make using a phone like driving a car — you need a licence, a character licence. Then we might stop bullies using phones, but that would be quite costly. A market in illegal or stolen phones would develop but at least you could deny people a cell phone if they had a history of bullying.

*Third solution (argument)**

We could put tracking devices in phones so we knew where the bullies were, but that would result in more work for the police. But we think this would be a good idea, especially if each cell phone had a password that only the user knew.

Fourth solution (argument) *

We could train people to use cell phone praise and that would probably solve the problem in the long term. In the end it is people who have to change, not the technology.

Fifth solution (argument)*

We should have the power to prosecute people who bully and phone companies need the power to disconnect the phones of bullies. We should have this now.

Middle position*

Although cell phone praise was rated the best solution on our creative problem solving grid I think people will be sceptical about whether it will work, and if we use just this solution and it fails there will be no other solution in place. It is really not an ideal solution because people who get bullied would not receive an apology or counselling. Who knows whether it would work long term? If it does work for the majority of people that's OK, but time will tell.

But our best solution is that before people are allowed to own a cell phone they have to attend cell phone praise classes where they learn how to send positive messages, even to those who try to bully them.

Restatement*

Cell phone bullying needs to stop, and people who have been bullied need an apology and counselling. Our solutions go some way toward solving the problem.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Simple ethical problem solving tool

Use this tool after you have decided on an action that might solve a problem, or when talking about an action someone has already taken.

What is the action? _____

What good things might happen as a result of this action?

_____

_____

What bad things might happen as a result of this action?

_____

_____

Would this (did this) action involve telling the truth?	**Yes**	**No**	**Partly**
Would this (did this) action involve telling lies?	**Yes**	**No**	**Partly**
Would this (did this) action involve anyone getting hurt?	**Yes**	**No**	**Partly**
Would this (did this) action involve being fair to everyone?	**Yes**	**No**	**Partly**
Would this (did this) action help us all?	**Yes**	**No**	**Partly**

What will others think about people who chose to do this action?

_____

_____

Would this action be right or wrong? (Please say why.)

_____

_____

_____

Model draft argument (based on simple and intermediate ethical problem solving tools)

Draft title* To one or to all?

Background*

It is hard to know what to do when you have the choice of favouring one group over another. I had this problem recently when, as captain of a winning sports team I had to make a decision between either giving cans of drink to the top players, or to all the team members. In the end I chose to be truthful, fair and helpful to the team.

The argument*

I decided that after the match all players should receive cans of drink, but my decision did not come easily.

Body*

First argument*

If I gave cans of drink to a few top players, they would probably feel rewarded and pleased, but the majority of players who did not receive any cans might feel left out, given it was a team effort. So the majority of players would be upset if I chose to give cans of drink to the top players.

Counter argument*

It might seem that the players who receive the cans are being treated differently; however, they were the best players and therefore might deserve the cans of drink. Based on this argument, it would seem that giving drinks to the top players was justified. This raises the question of whether all players should be treated the same. This may seem fair and just, but shouldn't we reward the best?

Second argument*

If only a few players benefit from receiving cans of drink it says that the school only benefits the few who achieve at the highest level. But this is a team game. If all players benefit from receiving a can of drink it says that working together as a team is something that we and the school think is important. This is a more inclusive action.

Restatement*

I think all players should receive a can of drink and that the exceptional play of a few should be noted.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

<img> **Intermediate ethical problem solving tool**

Use this tool after you have decided on two actions that might solve a problem, or when talking about an action someone has already taken. Ask:

What will be the positive and negative outcomes of each action?

Action 1 (positive and negative outcomes) _____

_____

Action 2 (positive and negative outcomes) _____

_____

Which action has the most positive outcomes?

_____

Answer Yes or No to the following.

If you choose the action with the most positive outcomes will you have to:

    lie? … **Yes**   **No**

    find out things about a person's personal life that is none of our business? … **Yes**   **No**

    physically or emotionally harm anyone? … **Yes**   **No**

    break a promise? … **Yes**   **No**

If you chose this action would you be treating everyone the same (except where there is a really good reason not to)? … **Yes**   **No**

If you chose this action would you be helping ourselves and the whole country? … **Yes**   **No**

If you chose this action what words would people choose to describe your decision? (for example, 'honest? courageous? mean? compassionate, fair'?).

_____

_____

_____

After answering all the questions please decide whether this action is right or wrong.

_____

_____

_____
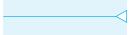
Complex ethical problem solving tool

Use this tool after you have decided on two actions that might solve a problem, or when talking about an action someone has already taken. This tool will help you think about whether an action was right or wrong.

What benefit and what harm will each course of action produce?

Action 1 (benefit) _____

Action 1 (harm) _____

Action 2 (benefit) _____

Action 2 (harm) _____

Which alternative action will lead to the best overall consequences?

_____

Will this best alternative action respect people's moral rights (to care, to know the truth etc.)?   **Yes**   **No** (Please explain.)

_____

_____

Will this best alternative treat everyone the same (except where there is a morally justifiable reason not to)? **Yes**   **No** (Please explain.)

_____

_____

Will this best alternative be good for most people?   **Yes**   **No** (Please explain.)

_____

_____

Will this best alternative develop moral virtues (honesty, trust, compassion etc.)?   **Yes**   **No** (Please explain.)

_____

_____

After answering all the questions please explain why this is the best alternative action (or not).

_____

_____

Simple ethical decision making tool

Box 1 What are the facts?	Box 2 What is the problem?	
Box 3 Who is involved?	Name	Name
Box 4 How are they affected?	Initial response (Go to Box 5)	Initial response (Go to Box 5)
	Later response (Box 4)	Later response (Box 4)
Box 5 What might each person affected want to happen?	 (Go to 'Later response' Box 4)	 (Go to 'Later response' Box 4)
Box 6 What do you think should happen?		

Intermediate ethical decision making tool

Box 1 What are the facts?		Box 2 What is the problem?	
Box 3 Who is involved?	Name	Name	
Box 4 How are they affected?	Initial response (Go to Box 5)	Initial response (Go to Box 5)	
	Later response (Box 4)	Later response (Box 4)	
Box 5 What might each person affected want to happen?	Initial response (Go to 'Later response' Box 4)	Initial response (Go to 'Later response' Box 4)	
	Later response	Later response	

Box 6 What actions might happen?

	Possible action 1	Possible action 2
6.1 What is the action?		
6.2 What are the good things that might happen?		
6.3 What are the bad things that might happen?		
6.4 What are the interesting things that might happen?		
Box 7 Which action did you choose?		

Complex ethical decision-making tool

Box 1 What are the facts?			Box 2 What is the problem?	
Box 3 Who is involved?	Name		Name	
Box 4 How are they affected?	Initial response (Go to Box 5)		Initial response (Go to Box 5)	
	Later response (Box 4)		Later response (Box 4)	
Box 5 What might each person affected want to happen?	Initial response (Go to 'Later response' Box 4)		Initial response (Go to 'Later response' Box 4)	
	Later response		Later response	
Box 6 What actions might happen?	Possible action 1		Possible action 2	
6.1 What is the action?				
6.2 What are the good things that might happen?				
6.3 What are the bad things that might happen?				
6.4 What are the interesting things that might happen?				
Box 7 Which action did you choose?				

Box 8 Was this one the right decision?

8.1 Were you concerned for the interests/feelings/well-being of others?

8.2 Will this be a good/bad thing to do in the short term/long term?

Box 9 What was the big reason you chose this action?

Box 10 What did you learn from this making this decision?

Simple evaluating action tool

1   Identify an action or event and why it occurred.

2 Decide if the action or event harmed anybody. (This forms part of the 'Body' of the argument text.)

2.1 Did the action harm anybody?
2.2 Did the action harm the person who carried out the action?

3 Did the action or event break any rules? (This forms part of the 'Body' of the argument text.)

3.1 Would most people agree that the action was wrong? Why?	

How strongly do you agree? (Mark a cross on the line.)

It was very wrong   The action was wrong   It was not wrong

3.2 Would you have acted the same way? Why?	

How strongly do you believe you would have acted the same way? (Mark a cross on the line.)

I would have acted the same way   I would not have acted the same way

4 So why was the action or event that 'right' (or 'wrong')?

Model simple draft argument (based on a simple evaluating action tool)

Draft title* Jesus and the money changers

Background*

Our class has been thinking about when Jesus threw the money changers out of the temple because it was not the right place to be doing that.

Our position*

We have been trying to decide whether Jesus did the right thing, and we think he did.

Body*

Arguments*

The money changers may have been physically assaulted, but probably not hurt. They were most certainly upset. And probably after the event Jesus might have looked back on what he did and felt remorse. He was probably upset by his actions.

However, probably most people at that time would have agreed with Jesus that the money changers should not have been in the temple. I think that in the end if nothing else worked, I would have done the same thing as Jesus did.

Conclusion*

The action was right because no one got really hurt and because rules were not really broken.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Intermediate evaluating action tool

1 Identify an action or event and why it occurred. (This helps write the 'Background' part of your argument.)

2 Decide if the action or event harmed anybody. (This forms part of the 'Body' of the argument.)

2.1 Did the action harm any people (physically or emotionally)?	Initial response Later response
2.2 Did the action harm the person who carried out the action (physically or emotionally)?	Initial response Later response
2.3 Did the person who did the action deliberately intend to or plan to harm anyone?	Initial response Later response
2.4 Were any laws broken?	Initial response Later response
2.5 Were there any group rules broken?	Initial response Later response

3 Did the action break any rules? (This forms part of the 'Body' of the argument.)

3.1 Would most people have agreed that the action was wrong?

How strongly do you agree that most people would think the action was wrong? (Mark a cross on the line)

strongly agree   agree   disagree   strongly disagree

3.2 Were any laws broken?	

How strongly do you agree with this legal rules reason? (Mark a cross on the line.)

strongly agree   agree   disagree   strongly disagree

3.3 Were there any group rules broken?	

Do you agree with this group rules reason? (Mark a cross on the line.)

strongly agree   agree   disagree   strongly disagree

3.4 Would you have acted the same way?	

How strongly do you agree with this 'my rules' reason? (Mark a cross on the line.)

strongly agree   agree   disagree   strongly disagree

4 Explain why the action was either right or wrong (This is the 'Our position' of the argument.)
5 Is it ever right to break a rule? (This forms a 'Coda' to your argument.)
6 Has completing this tool changed your views about what is right and wrong?

Model intermediate draft argument (based on an intermediate evaluating action tool)

SAMPLE

*Draft title** Short change at the temple

*Background**

Our class has been thinking about Jesus' action when he threw the money changers out of the temple. Jesus preached that the temple was the house of God. Increasing numbers of merchants and money changers were using the steps of this house of God as a trading place. Jesus became annoyed at this and threw the money changers out of the temple.

*Our position**

The action was right because no one got really hurt and because the rules of the temple were being broken.

*Body**

*Arguments**

The money changers may have been physically assaulted, but probably not hurt. They were most certainly upset. And probably, after the event, Jesus would have looked back on what he did and felt remorse. He was probably upset by his actions.

However, probably most people at that time would have agreed with Jesus that the money changers should not have been in the temple. I think that in the end if nothing else worked, I would have done the same thing as Jesus did.

The money changers were following their own group rules. They had decided that it was OK to trade on the steps of the temple but they were in the wrong place. Jesus was not following any group rules. He was acting alone. The money changers were following their own group rules that were wrong in that place.

And if, in the end, nothing else worked I would have done the same thing if I was Jesus. Sometimes you have to take the law into your own hands.

*Restatement**

The action of Jesus was right because no one got really hurt and because rules were not really broken.

*Coda**

So it might be OK to break the rule that you shouldn't use force to move people when it prevents people from doing harm.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Complex evaluating action tool

1 Identify an action or event and say why it occurred. (This helps write the 'Background' part of your argument.)

2 First reaction: Does your first reaction give you a sense that what happened was right or wrong?

3 Decide if the action or event harmed anybody. (This forms part of the 'Body' of the argument text.)

3.1 Did the action harm any people (physically or emotionally)?	Initial response Later response
3.2 Did the action harm the person who carried out the action (physically or emotionally)?	Initial response Later response
3.3 Did the person who did the action deliberately intend to or plan to harm anyone?	Initial response Later response

4 Did the action break any rules?

4.1 Would most people have agreed that the action was wrong?	

How strongly do you agree the action was wrong? (Mark a cross on the line.)

◄───►

strongly agree   agree   disagree   strongly disagree

4.2 Were any laws broken?	

How strongly do you agree that a law was broken? (Mark a cross on the line.)

strongly agree   agree   disagree   strongly disagree

| 4.3 Were there any group rules broken? | |

How strongly do you agree that a group rule was broken? (Mark a cross on the line.)

strongly agree   agree   disagree   strongly disagree

| 4.4 Would you have acted the same way? | |

How strongly do you agree that you would have acted in the same way? (Mark a cross on the line.)

strongly agree   agree   disagree   strongly disagree

| 4.5 Was the action inhumane? | |

How strongly do you agree that this action was inhumane? (Mark a cross on the line.)

strongly agree   agree   disagree   strongly disagree

| 4.6 Did the action break any religious rules? | |

How strongly do you agree that this action broke a religious rule? (Mark a cross on the line.)

strongly agree   agree   disagree   strongly disagree

| 5 Was the action that right or wrong? |

| 6 Is it ever right to break a rule? (This forms a 'Coda' to your argument.) |

| 7 Has completing this tool changed your views about what is right and wrong? |

Model complex draft argument (based on a complex evaluating action tool)

*Draft title** No negotiations for money lenders

*Background**

Our class has been thinking about Jesus' action when he threw the money changers out of the temple. Jesus preached that the temple was the house of God. Increasing numbers of merchants and money changers were using the steps of this house of God as a trading place. Jesus became annoyed at this and threw the money changers out of the temple.

*Our position**

The action was right because no one got really hurt and because the rules of the temple were being broken.

*Body**

*Arguments**

The money changers may have been physically assaulted, but probably not hurt. They were most certainly upset. And probably, after the event, Jesus would have looked back on what he did and felt remorse. He was probably upset by his actions.
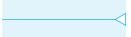
However, probably most people at that time would have agreed with Jesus that the money changers should not have been in the temple. I think that in the end if nothing else worked, I would have done the same thing as Jesus did.

The money changers were following their own group rules. They had decided that it was OK to trade on the steps of the temple but they were in the wrong place. Jesus was not following any group rules. He was acting alone. The money changers were following their own group rules that were wrong in that place.

And if in the end nothing else worked I would have done the same thing if I was Jesus. Sometimes you have to take the law into your own hands.

Jesus didn't do anything inhumane. He did not torture and kill the money lender, although there were lots of inhumane things done by Christians during the Crusades. So although he was Godly he was still acting humanely. And he didn't break any religious rules — it was the money lenders who did that.
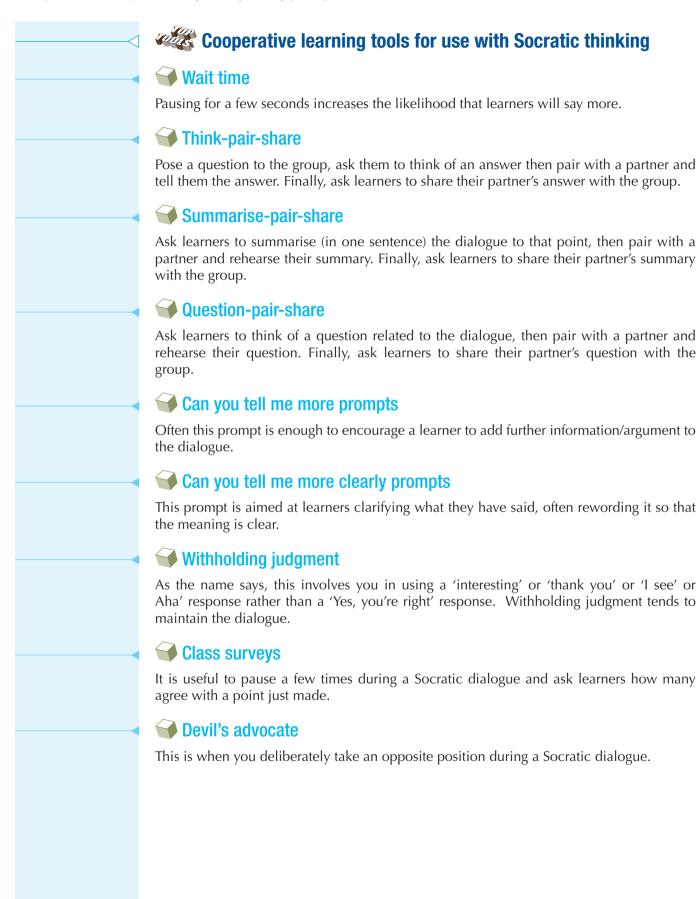
*Restatement**

The action of Jesus was right because no one got really hurt and because rules were not really broken.

*Coda**

So it might be OK to break the rule that you shouldn't use force to move people when it prevents people from doing harm to others. But it has got me thinking about whose law I should obey first — the law of the land or God's law.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Cooperative learning tools for use with Socratic thinking

Wait time

Pausing for a few seconds increases the likelihood that learners will say more.

Think-pair-share

Pose a question to the group, ask them to think of an answer then pair with a partner and tell them the answer. Finally, ask learners to share their partner's answer with the group.

Summarise-pair-share

Ask learners to summarise (in one sentence) the dialogue to that point, then pair with a partner and rehearse their summary. Finally, ask learners to share their partner's summary with the group.

Question-pair-share

Ask learners to think of a question related to the dialogue, then pair with a partner and rehearse their question. Finally, ask learners to share their partner's question with the group.

Can you tell me more prompts

Often this prompt is enough to encourage a learner to add further information/argument to the dialogue.

Can you tell me more clearly prompts

This prompt is aimed at learners clarifying what they have said, often rewording it so that the meaning is clear.

Withholding judgment

As the name says, this involves you in using a 'interesting' or 'thank you' or 'I see' or Aha' response rather than a 'Yes, you're right' response. Withholding judgment tends to maintain the dialogue.

Class surveys

It is useful to pause a few times during a Socratic dialogue and ask learners how many agree with a point just made.

Devil's advocate

This is when you deliberately take an opposite position during a Socratic dialogue.

Simple fiction meaning grid

Topic _____

Words describing the character	Characters				'All'/'some'/'none'/'few' type statements

Scale 0 = does not possess this quality, 5 = does possess the quality in abundance

Listing or contrast statements (Like/unlike/in contrast to/similar/different).

1 _____

_____

2 _____

_____

3 _____

_____

Model simple draft description (based on simple fiction meaning grid)

Draft title* Old and young

Introduction*

There are four main characters in 'Little Red Riding Hood'. I want to describe Little Red Riding Hood.

Body*

Comparisons*

Like her grandmother who was old and frail, Little Red Riding Hood was naïve. She took the advice of a stranger (the wolf), and we have been told never to talk to strangers when walking home from school. She couldn't tell the difference between the wolf and her grandmother. In contrast to the woodcutter who was strong because he killed the wolf, Little Red Riding Hood was feeble.

Comment*

But I think she learnt a lot from her experience.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Intermediate fiction meaning grid

Topic _____

Key:

Start of story	
	End of story

Descriptors	Characters				'All'/'some'/'few'/'most'/ statements

Scale: 0 = does not possess this quality, 5 = does posses the quality in abundance.

Listing or contrast statements (Like/unlike/in contrast to/similar/different).

1 _____

_____

2 _____

_____

3 _____

_____

Model intermediate draft description (based on an intermediate fiction meaning grid)

SAMPLE

Draft title* The changing of Jane

Introduction*

Some aspects of Jane's character changed from the beginning of the story to the end.

Body*

Comparison*

She was as determined, sensible and egotistic at the beginning of the story as she was at the end. But, she was certainly more loved by the end of the story. It seemed that her mother and father were quite frustrated with her at the beginning of the story. They probably didn't love her as much then as they did at the end of the story.

Comment*

Jane was a stable character, while her parents changed because they learnt a bit about themselves.

_____

* Draft writing frame subheadings are removed before learners write their final revisions.

Complex fiction meaning grid

Key:

Start of story	End of story
Specific event	Reference and/or quote

Descriptors	Characters				'All'/'some'/'few'/'most'/ statements

Scale: 0 = does not possess this quality, 5 = does posses the quality in abundance.

Listing or contrast statements (Like/unlike/in contrast to/similar/different).

1 _____

_____

2 _____

_____

3 _____

_____

Model complex draft description (based on a complex fiction meaning grid)

Draft title*Jane and the Jester

Introduction*

Jane is a main character in the story 'Jane and the Dragon' by Martin Baynton, and the Jester is a minor character. But without the Jester this story would not work as well as it does. While these two characters have a lot in common there are also differences.

Body*

Comparison*

Both Jane and the Jester are sensitive characters, and stay sensitive from the beginning to the end of the story. If anything, the Jester is more sensitive because he lent Jane his armour, and because he listened to her sympathetically. Jane showed sympathy to the Dragon. On the other hand, Jane was not particularly sensitive to her parents, especially to her mother's wishes.

Comment*

If I was Jane I wouldn't be either. Jane's mother should have let her become a knight. I would have rated Jane's mother as insensitive.

Comparison*

Both Jane and the Jester were unloved at the beginning of the story, but not so at the end because Jane earned the love of her parents and the respect of the King for bringing back the Prince. The Jester was loved by Jane at the end of the story. We can tell this because she invited him to dance with her at the ball.

Comment*
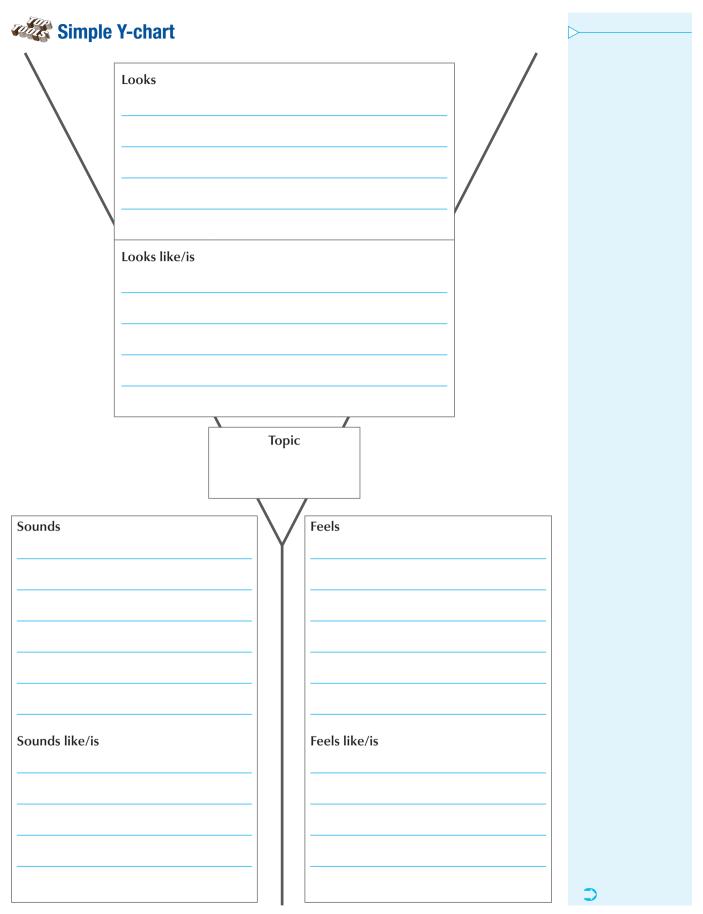
Hopefully Jane's parents learnt something about how to be better parents.

Comparison*

Jane was always determined, the Jester was not. She had a goal of becoming a knight and she dreamed about that goal. The Jester on the other hand was too small to be a knight and seemed to have given up on achieving any goals.

The author constructed Jane as an independent, determined young lady, which was not what you were supposed to be in the Middle Ages. Today we would call Jane a role model for women. At the beginning of the story the author constructed Jane's mother, the other knights, and the King's son as the powerful characters. But this changed after Jane brought the Prince back to the castle. The author uses this story to attack the idea that a woman's place is in the castle sewing and looking after the upper class people. He really made us think about the gender values and beliefs of people living during the Middle Ages and that is still relevant today.

* Draft writing frame subheadings are removed before learners write their final revisions.

Simple Y-chart

Looks

_____

_____

_____

_____

Looks like/is

_____

_____

_____

_____

Topic

Sounds

_____

_____

_____

_____

_____

Sounds like/is

_____

_____

_____

_____

Feels

_____

_____

_____

_____

_____

Feels like/is

_____

_____

_____

_____
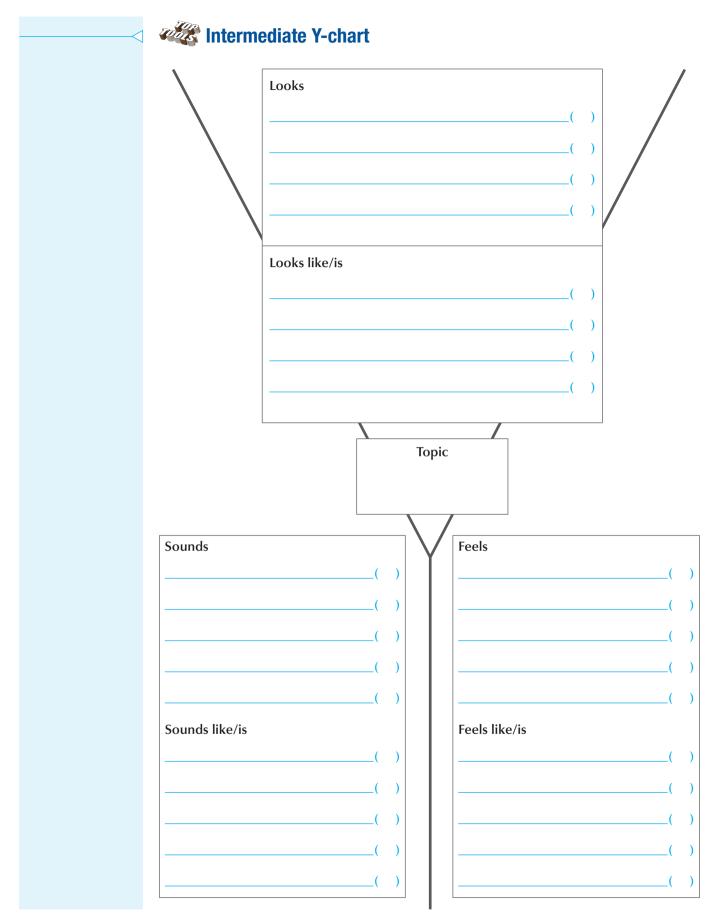
Description

_____

_____

_____

_____

_____

_____

Model simple description (based on a simple Y-chart)

Antarctica is a blindingly beautiful land. It looks like the inside of our freezer, but on a much grander scale. Like the ice in our freezer it is cold, slippery and dangerous. The wind howling like a lonely dog, can break the endless silence.

SAMPLE

Intermediate Y-chart

Looks

_____(   )

_____(   )

_____(   )

_____(   )

Looks like/is

_____(   )

_____(   )

_____(   )

_____(   )

Topic

Sounds

_____(   )

_____(   )

_____(   )

_____(   )

_____(   )

Sounds like/is

_____(   )

_____(   )

_____(   )

_____(   )

_____(   )

Feels

_____(   )

_____(   )

_____(   )

_____(   )

_____(   )

Feels like/is

_____(   )

_____(   )

_____(   )

_____(   )

_____(   )

Description

_____

_____

_____

_____

_____

_____

_____

Model intermediate description (based on an intermediate Y-chart)

SAMPLE

Mother Teresa was a compassionate person. She looks humble in her simple habit. But she looks so frail, so, rather than an arm to hold you, it looks like we should be holding her hand (which is why we rated this comparison a 2). She always seemed to have a soothing word for less fortunate people. She was a nurse who tended to the needs of the most vulnerable people in the world. Her lined face looks wise from many years of experience. Her skin looks all dried up so we don't think she would feel soft to touch or like a soothing stream. But her hand would always be there to help.

Complex double Y-chart

Looks

——————————————————— ( )
——————————————————— ( )
——————————————————— ( )
——————————————————— ( )

Looks like/is a

——————————————————— ( )
——————————————————— ( )
——————————————————— ( )
——————————————————— ( )

Thinks

——————————————————— ( )
——————————————————— ( )
——————————————————— ( )
——————————————————— ( )

Thinks like/is a

——————————————————— ( )
——————————————————— ( )
——————————————————— ( )
——————————————————— ( )

Sounds

——————————————————— ( )
——————————————————— ( )
——————————————————— ( )
——————————————————— ( )

Sounds like/is a

——————————————————— ( )
——————————————————— ( )
——————————————————— ( )
——————————————————— ( )

Topic

Feels

——————————————————— ( )
——————————————————— ( )
——————————————————— ( )
——————————————————— ( )

Feels like/is a

——————————————————— ( )
——————————————————— ( )
——————————————————— ( )
——————————————————— ( )

Acts

——————————————————— ( )
——————————————————— ( )
——————————————————— ( )
——————————————————— ( )

Acts like/is a

——————————————————— ( )
——————————————————— ( )
——————————————————— ( )
——————————————————— ( )

Smells

——————————————————— ( )
——————————————————— ( )
——————————————————— ( )
——————————————————— ( )

Smells like/is a

——————————————————— ( )
——————————————————— ( )
——————————————————— ( )
——————————————————— ( )

Scale: (0) = does not have this quality, (5) = has this quality in abundance.

Description

——

——

——

Model complex description (based on a complex double Y-chart)

SAMPLE

When I stroke our cat as she stretches out warm on my lap, she feels fragile. She is young, only 12 weeks, and I can feel the bones in her lithe body. She purrs like a deeply contented engine as I stroke her. On damp days she comes inside, feeds and jumps up on me to dry off. She smells like damp clothes, and her breath smells so bad.

Descriptive texts: explanation and example
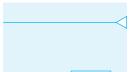
Descriptions are often embedded within other text forms. Character descriptions, for example, are often embedded in narrative. Descriptions are characterised by evocative vocabulary, the elaborate use of sensory language, figurative language and 'showing' rather than 'telling' through the use of active verbs and precise modifiers. Descriptions, like narrative, help writers create mood and images in their readers' minds.

The structural conventions of descriptive writing, if there are any (the 'topic', 'detail', 'example' pattern may work against the composition of effective description), are probably best seen at the paragraph level (see paragraphs based on Y-charts, pages 47, 50 and 52), and best described in terms of function rather than form. However, beginning sentences in a description can also engage readers through the use of:

➲ participles: *Splashing in panic, I tried to keep afloat and attract the lifeguard's attention.*

➲ adverbs: *Watery sunlight pierced the rain-soaked, holed curtain.*

➲ nouns: *Cow bells rang in the stadium.*

➲ phrases: *Along the beach walked the lifeguard as if she had not a care in the world.*

For example, in the following complex paragraph the writer engages the reader in the opening sentence with well crafted, vivid sensual images. The second sentence is short like the first. In contrast, the third sentence is longer and begins with an active verb, and maintains action through the use of precise modifiers 'guttural screams'. It is likely that the narrator ('I') would say what they did, and describe, for the reader, where the camera operator and other people were and how the narrator felt.

The smell of freshly perked coffee pervaded the kitchen. I flicked on the plasma screen while wiping the sleep out of my eyes. Stunning images of the Twin Towers imploding into down-town New York, together with the sounds of guttural screams, blasting horns, and two gargantuan buildings crunching to the ground, attacked my eyes.

Simple draft description (based on a simple analogy thinking tool)

*Draft title**Jamie

Introduce the 'thing' you are describing / explaining and give readers' clues as to what you have written*

Jamie is not your regular boy. He acts, looks and sounds like a wild animal.

Body*

Jamie has the body of a gorilla, that is, broad shoulders, short legs and a big square head. Out of that head comes a voice like a hyena, high, cackling and sounding insane. But he can run like a cheetah (which is funny for a guy with a body like a gorilla). Like the cheetah, his run is fast and explosive, but short.

Ending*

Jamie does not look like your regular boy.

_____

* Draft writing frame subheadings are removed before learners write their final revisions.

Simple draft description with comparative structure (based on a simple analogy thinking tool)

Like an earthquake, war produces death and fear. We can see warnings of both. Initially, differences of opinion arise among people, like pressure building between tectonic plates prior to an earthquake. Both these events take time and both create 'heat'. Small outbreaks of violence usually precede war. These are like small tremors and the release of gas prior to an earthquake. These social tremors occur prior to the big shock of war. All-out war is like a major earthquake. Both result in death, misery and destruction, and when war ends revenge killings occur like the after-shocks of an earthquake. After a war hatred remains among people, and just as predictions of another earthquake unsettle people, so too, people remain 'on edge' after a war.

SAMPLE

Intermediate and complex moral emotions tool (linked to an intermediate argument, narrative and description text)

Before you start, choose whether you are going to evaluate **your** feelings **OR** the feelings of **others**.

The event you wish to examine is: _____

_____

For your initial response draw a △ on the 1–10 scale.
For your later response draw a ◇ on the 1–10 scale.

1 How angry/disgusted/annoyed with yourself/others do you feel about this event?

Not at all   Totally
←—————————————————————————→
1   2   3   4   5   6   7   8   9   10

2 How embarrassed/guilty do you feel about yourself/others for taking part in this event?

Not at all   Totally
←—————————————————————————→
1   2   3   4   5   6   7   8   9   10

3 How much compassion (for the distress of others) do you have/do you think others have towards those who took part in this event?

Not at all   Totally
←—————————————————————————→
1   2   3   4   5   6   7   8   9   10

4 How much empathy (understanding of other people's feelings) do you have/would others have towards those who took part in this event?

Not at all   Totally
←—————————————————————————→
1   2   3   4   5   6   7   8   9   10

5 Do you feel that because you/others took part in this event you/they did others a favour or a good deed?

Not at all   Totally
←—————————————————————————→
1   2   3   4   5   6   7   8   9   10

Your total based on your later response = .../50

Reflection: _____

_____

_____

Model intermediate draft argument (based on an intermediate moral emotions tool)

<div align="center">

Draft title* Cheating during the cross country

</div>

Background *

I 'cheated' during the cross country by taking a short cut through the bush.

My position*

This may surprise you, but I'm not really sorry I did! I'm not especially angry I did it, nor am I disgusted by my 'cheating', because sometimes 'cheating' is necessary.

Body*

Argument*

I'm not especially embarrassed about taking a short cut, although I would be if I had been found out. As I said, sometimes 'cheating' is necessary. If I had been found out then I would have felt sorry for the other runners because they would have jumped to conclusions, and they would have been the wrong conclusions. And I would have understood their disappointment.

Argument*

If I was in their (running) shoes I would have felt the same way. But as I have said, sometimes 'cheating' is necessary. You see I actually did do myself and the others a favour, because I had a stomach upset and the more I ran the sicker I got. I took the short cut into the bush because I had to vomit . . .and I did the others a favour by not vomiting on the cross country course. I continued through the bush and saved myself a lot of running. It was the only way I could have completed the course.

Restatement*

The moral of this tale is 'don't jump (or run) to conclusions'. Sometimes 'cheating' is necessary.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Simple plotline

Time

→

Setting	Episodes					Resolution
	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	

Simple and intermediate draft narrative writing frame (linked to simple and intermediate plotlines)

Draft title* _____

Setting*

_____

_____

_____

Episodes*

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Resolution*

_____

_____

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model simple draft narrative (based on a simple plotline)

Draft title*Little Red Riding Hood

Setting*

Once upon a time, there was a girl named Little Red Riding Hood, who lived with her mother in the forest.

Episodes*

One morning her mother asked her to take some cookies to her grandmother who lived deep in the forest.

She left in the morning and met a wolf in the forest. The wolf tricked her to take a different path.

She reached the cottage and was tricked by the wolf who was dressed up in Grandma's clothes and in Grandma's bed.

The wolf ate Little Red Riding Hood.

Resolution*

But later she was rescued by the woodcutter who cut the wolf open and let her out.

---

* Draft writing frame subheadings are removed before learners write their final revision.

Intermediate plotline

Time

Setting	Episodes					Resolution
	Episode 1	Episode 2	Episode 3	Episode 4	Episode 5	
Feelings The character's feelings						
Your feelings						

Model intermediate draft narrative (based on an intermediate plotline)

*Draft title**A dangerous walk in the forest

Setting*

Once upon a time there was a girl named Little Red Riding Hood who lived with her mother in the forest.

Episodes*

One morning her mother asked her to take cookies to her grandmother who lived deep in the forest. She looked forward to seeing her grandmother, but she was a bit anxious about walking in the dark forest. While walking through the forest she met a wolf, who scared her, and that was just the beginning of her problems.

She listened nervously to the wolf and took his advice to take a different path to Grandma's. Unfortunately this was a longer path than the usual one she took. She had been tricked and, when she realised, felt upset that the wolf had lied to her.

She finally arrived at Grandma's, a bit tired after the long walk. She went inside to give her the cookies, but didn't realise it was the wolf in Grandma's bed. She noticed that Grandma had big eyes and nose and teeth, and thought that was strange. But it was too late. She was horrified and eaten by the wolf.

Resolution*

To her relief, she was rescued by the woodcutter who cut her out of the wolf's tummy.

---

* Draft writing frame subheadings are removed before learners write their final revision.

Complex plotline

Time

Setting	Episodes					Resolution
	1	2	3	4	5	

	Problem
	Response
	Response
	Action
	Outcome

Draw an arrow between the episode being studied and the 'problem', responses', 'action' and 'outcome' box below.

Complex draft narrative writing frame (linked to a complex plotline)

Draft title* _____

Setting*

_____

_____

_____

Episode[1] *

Problem*

_____

_____

Response*

_____

_____

_____

Action*

_____

_____

_____

Outcome*

_____

_____

Resolution* _____

_____

Repeat for other episodes as needed.

* Remove the draft writing frame subheadings before you write your final revision.

[1] The episode you chose to study on your complex plotline.

Model complex draft narrative (episode 2) (based on a complex plotline)

Draft title* Crumbled cookies

Setting*

After walking for a few minutes through the cool forests, Little Red Riding Hood met the wolf in a place where the path to Grandma's divided in two.

Episode 2*

Problem*

The wolf was a tricky character. He wanted to get to Grandma's house first.

Response*

So he lied when he told Little Red Riding Hood that she could take a 'shorter' path to Grandma's.

Responses*

But Little Red Riding Hood didn't know whether to believe the wolf. She wanted to get to Grandma's quickly, but deep down she did not trust the wolf. Eventually she took his advice.

Action*

She set off along the 'shorter' path. She didn't know that this was really a longer way to Grandma's. The wolf had tricked her, and he was going to get to Grandma's first. That was his plan.

Outcome*

The wolf took the shorter path and got to Grandma's first.

---

* Draft writing frame subheadings are removed before learners write their final revision.

Simple timeline

Date/Time	Event	Feelings

Simple draft recount writing frame (linked to a simple time-line)

Orientation* (Say what you did with your timeline and why.)

_____

_____

_____

_____

Patterns* (you can see on your timeline)

_____

_____

_____

_____

_____

_____

_____

Comment*

_____

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model simple draft recount (based on a simple timeline)

SAMPLE

*Draft title** Transport over time

*Orientation**

I researched transport and made a timeline about transport from 1750 to 1997. The timeline has facts about trains, planes, ships and space craft.

*Patterns**

There were 150 years between the invention of the steam train and the first aeroplane. But there were only 50 years between the building of the 'Titanic', the largest steamship of her time, and the first nuclear powered cargo ship.

*Comment**

It seems that the time it takes to invent new forms of powered transport is getting shorter. I wonder what new form of power will allow us to travel through space? I wonder if cars had not been invented would we still be riding horses and steam trains?

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Intermediate timeline

Who?

Where?

What?

Time

....

Why?

Event

....

....

How?

Why?

Intermediate draft recount writing frame (linked to an intermediate timeline)

Draft title* _____

Orientation* _____

_____

Body*

Event one* _____

Topic* _____

Detail* _____

_____

_____

Comment* _____

Event two* _____

Topic* _____

Detail* _____

_____

_____

Event one* _____

Topic* _____

Detail* _____

_____

_____

Conclusion* _____

_____

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model intermediate draft recount (based on an intermediate timeline)

*Draft title**A car for the people: the Model T Ford*

*Orientation**

I used my timeline when I was researching the Model T Ford. I looked for information about who invented the car, what it looked like, and when and where and why it was invented.

*Body**

*Event One**

*Topic**

Henry Ford built the Model T Ford.

*Detail**

He built the first one in 1908 in a factory in Detroit. The car was black.

*Comment**

Henry Ford probably didn't like colour, but other people do.

*Event Two**

*Topic**

The Model T Ford was mass-produced.

*Detail**

It was built on an assembly line with one man building the same part of each car.

*Comment**
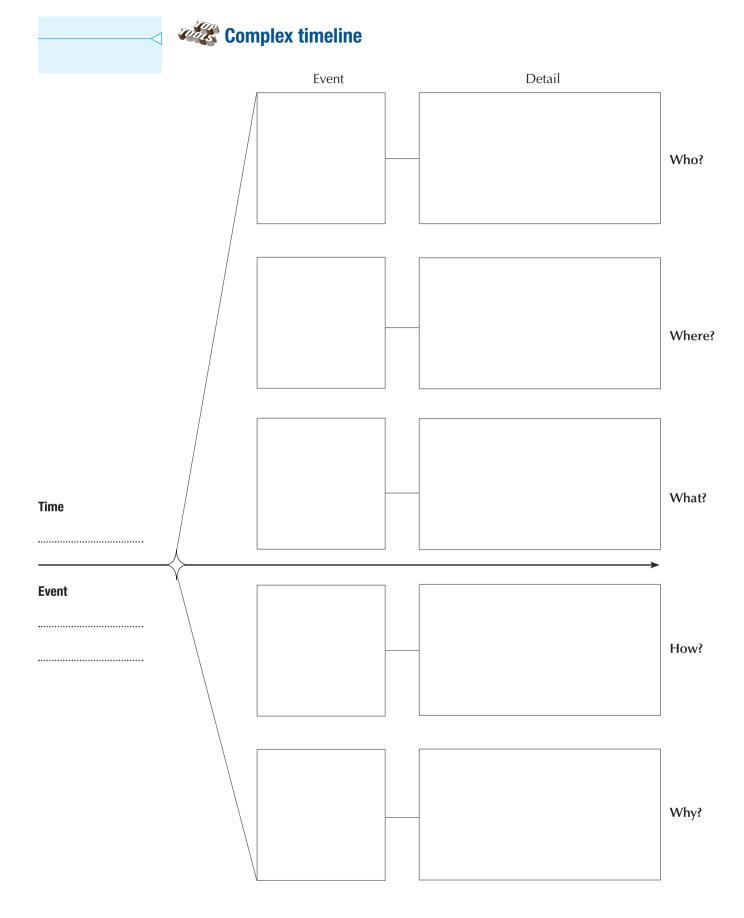
This was a very fast way to build a car. Ford was innovative.

*Conclusion**

The Model T Ford was a good car because the average person could afford it (it was built cheaply). But there were some not so good things about the production of the Model T Ford. It must have been boring working on a mass-production line, and with all those cars about on the streets there were bound to be accidents with pedestrians and horses and other cars.
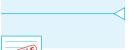
---

* Draft writing frame sub-headings are removed before learners write their final revisions.

Complex timeline

Event

Detail

Who?

Where?

What?

Time

....

Event

....

....

How?

Why?

Complex draft recount writing frame (linked to a complex timeline)

*Draft title** _____

*Orientation**

_____

_____

*Body**

*Topic** _____

_____

*Detail** _____

_____

_____

_____

*Comment** _____

_____

*Link** _____

*Topic** _____

_____

*Detail** _____

_____

_____

_____

*Comment** _____

_____

*Conclusion**_____

_____

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model complex draft recount (based on a complex timeline)

SAMPLE

Draft title* The Model T Ford

Orientation*

Henry Ford achieved his dream to use an assembly line to produce cheap cars. But there seems little doubt that if Henry Ford had not invented mass production someone else would have. Although his car came only in black it was hugely successful. As more were sold the price of the car dropped. There were so many made that if you have seen a really old movie you probably will have seen a Model T Ford.

Body*

Topic*

The Model T Ford was first produced in 1908 by Henry Ford.

Detail*

He built the Ford Motor Company factory in 1903, in Detroit. By 1908 the factory mass-produced one four-cylinder car every 24 seconds.

Comment*

That's fast production, but what the timeline does not show us is the impact on people who worked on the mass-production line. It must have been boring working on a mass-production line. What we do know is that with all those cars about there were bound to be traffic accidents with pedestrians and horses and other cars. Also, the production of so many cars signalled the beginning of air pollution from car exhausts and an increased demand for petrol.

Link*

But mass production brought down the price of cars for the people.

Topic*

The Model T Ford was produced because people needed cheap cars.

Detail*

At one time the car sold for only $280. So a lot of people bought it — 15 million cars were sold in 19 years.

Comment*

It was a pity they were all black, but people needed their independence and this cheap black car gave them that.

Conclusion*

Henry Ford had a good idea in 1908. He made cheap cars quickly. After Ford died his company grew to become one of the biggest in the world — and produced cars in many colours. What we can learn from him is that you need to be innovative and qualified to make your dreams come true.
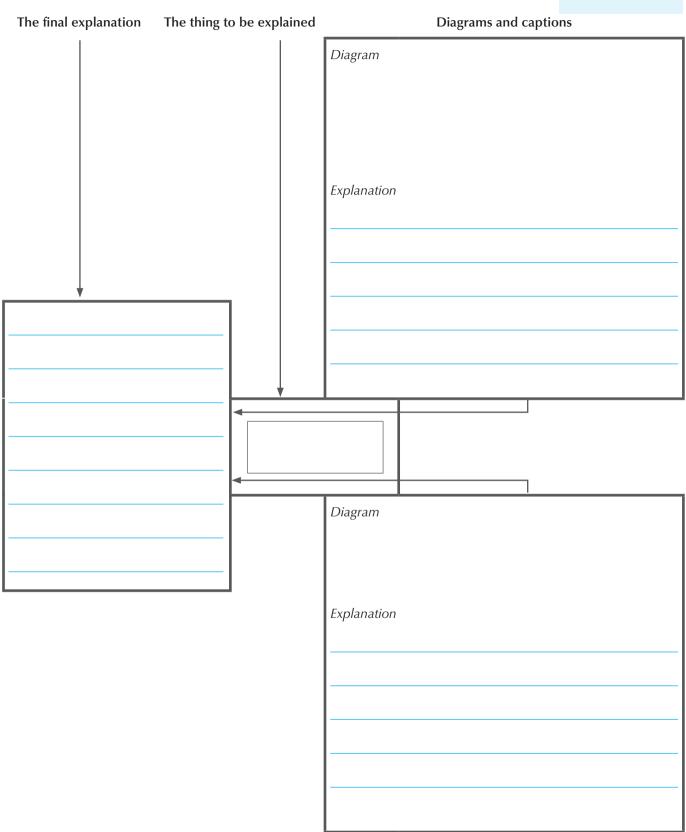
---

* Draft writing frame subheadings are removed before learners write their final revisions.

Simple chain flow diagram

Event ⟶	Event
Explanation	**Explanation**
Draft diagram explaining the event	Draft diagram explaining the event
Draft written explanation of event	Draft written explanation of event

Event ——————⟶	Event
Explanation	Explanation
Revised diagram	Revised diagram explaining the event
Revised written explanation of event	Revised written explanation of event

Simple forked flow diagram

The final explanation   **The thing to be explained**   **Diagrams and captions**

Diagram

Explanation

_____

_____

_____

_____

_____

Diagram

Explanation

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Model simple draft explanation (based on a simple forked flow diagram)

Draft title* How flies walk upside down

Engagement*

Have you seen black fly marks on the ceiling?

The thing to be explained*

Flies can walk on ceilings and this is how they do it.

Body*

Explanation*

They have special feet. These feet are covered with tiny hairs that help them grip on the ceiling. At the tip of each hair is a drop of 'glue'. The glue helps the fly walk on the ceiling.

Restatement*

This is partly why flies can walk on ceilings. Can you think of other reasons?

* Draft writing frame subheadings are removed before learners write their final revisions.

Simple looped flow diagram

Diagram	Diagram
Caption _____ _____ _____ _____	Caption _____ _____ _____ _____
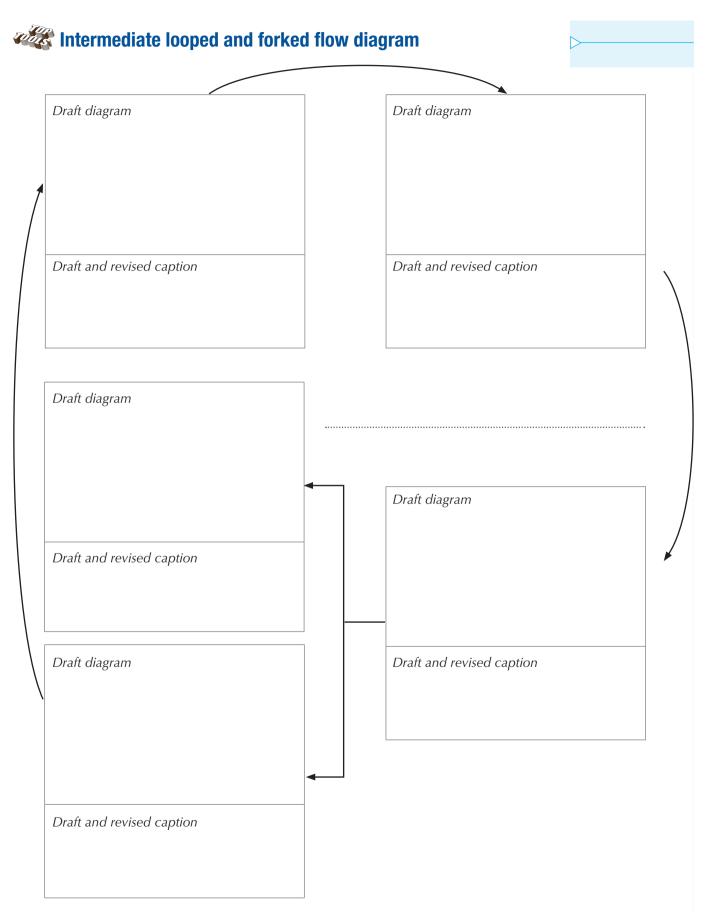
The thing to be explained is: _____

Diagram	Diagram
Caption _____ _____ _____ _____	Caption _____ _____ _____ _____

Simple draft explanation writing frame (linked to a simple chain, forked or looped flow diagram)

Draft title* _____

Engagement* (Say something that is going to interest your reader in this explanation.)

_____

_____

The thing I'm going to explain* (Use the word 'why' or 'how' and give the reader some information about what you are going to tell them in the body of your explanation.)

_____

_____

Body*

Explanation 1*

_____

_____

_____

_____

Explanation 2*

_____

_____

_____

_____

Explanation 3*

_____

_____

_____

_____

Restatement* (of the thing you explained)

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Intermediate looped and forked flow diagram

Draft diagram

Draft and revised caption

Draft diagram

Draft and revised caption

Draft diagram

Draft and revised caption

Draft diagram

Draft and revised caption

Draft diagram

Draft and revised caption

Intermediate draft explanation writing frame (linked to an intermediate looped and forked flow diagram)

*Draft title**_____*?*

Engagement and phenomenon*

_____

_____

Body*

Description*

_____

_____

Explanation*

_____

_____

_____

_____

Description (linked to the above explanation)*

_____

_____

Explanation*

_____

_____

_____

_____

Restatement*

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model intermediate draft explanation (based on an intermediate looped and forked flow diagram)

*Draft title** What causes earthquakes?

*Engagement and phenomenon**

Television images of earthquake-devastated regions, the effects of tsunami, and bodies lined up for burial, are hard to look at. They are the result if the Earth moves suddenly. You may feel an earthquake, but how do earthquakes occur?

*Body**

*Description**

The Earth's crust is made up of huge tectonic plates that move slowly. Some are pulling apart, others are sliding past each other and some are colliding and pushing up mountains. Most earthquakes occur along the boundaries of these plates.

*Explanation**

In fact, earthquakes are caused through the movement of these plates. As tectonic plates move and collide with each other they put great strain on the rocks of the Earth's crust. Sometimes the strain between the plates becomes so great that the rocks of the Earth's crust suddenly snap apart and move into new positions. When that happens, the energy released sends a shock wave that people and animals feel and that causes the ground to shudder and shake, and sometimes tear apart.

*Description (linked to the above explanation)**

When the ground tears apart a fault is formed, and once there is a fault in the Earth's crust, movement can continue along the fault line in the form of earthquakes.

*Explanation**
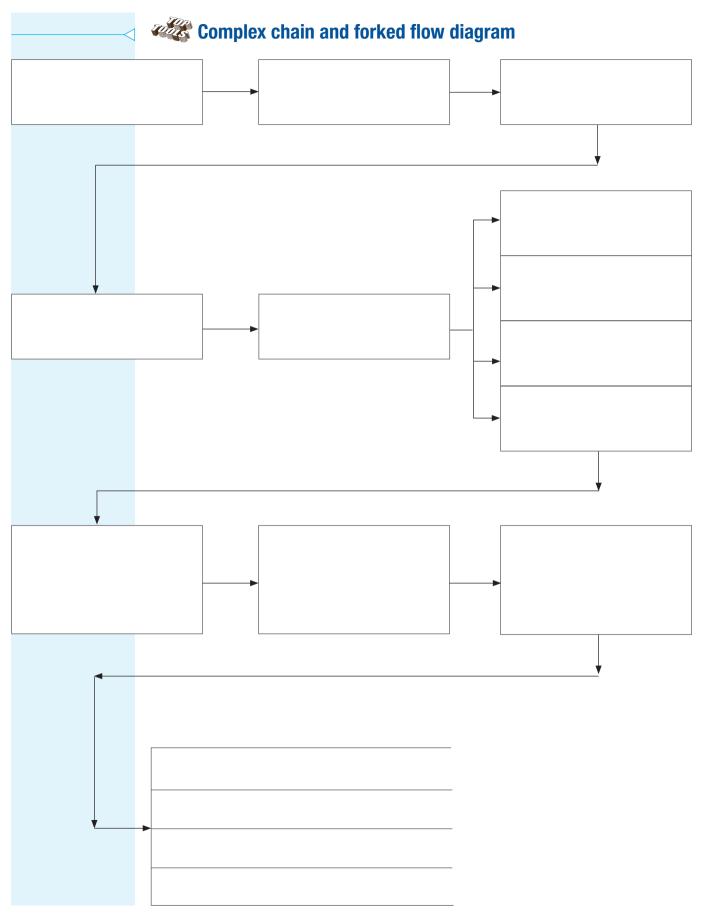
The rocks on either side of the fault are rough so they don't slip past each other smoothly. There is a lot of friction between these rocks and for movement to take place the strain must build up until it is released in the form of an earthquake.

*Restatement**

This is how we think earthquakes occur, but there is more to find out.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Complex chain and forked flow diagram

Complex draft explanation writing frame (linked to a complex flow diagram)

Draft title*_____

Engagement*

_____

_____

_____

Topic (the thing to be explained)*

_____

_____

Body*

Explanation*

_____

_____

_____

_____

Explanation*

_____

_____

Explanation*

_____

_____

_____

_____

Restatement*

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model complex draft explanation (based on a complex flow diagram)

SAMPLE

Draft title* The effect of rabbit-killing virus

Engagement*

'After a mild winter and a dry spring' said one retired farmer, 'you could see rabbits by the thousand. They were like a plague of locusts eating the grass down until there was nothing left but bare earth and thick dust blowing everywhere. Something had to be done.'

Topic (the thing to be explained)*

Something was done. A rabbit-killing virus (CV) was illegally introduced and it killed much of the rabbit population. But it caused many unforeseen consequences.

Explanation*

The rabbit-killing virus killed rabbits in their thousands and as a result had effects on plants, insects, animal life, farmers, consumers and pollution.

Explanation*

It followed that as the rabbits died the plants grew (and the dust settled). Native plants regenerated, and for farmers, the grass grew. Consequently, farmers were able to run more sheep and produce more meat and wool.

Explanation*

As a consequence of this increased production, there was an over-supply of meat and wool, and hence the prices for this produce dropped. This result was good for consumers — cheap meat — but the consequences for farmers were that they needed larger farms and more farm workers to make a living. Farmers were not the only ones to suffer. Because there were fewer rabbits the rabbit shooters lost their jobs — but some became farm workers.

Restatement*

It seems that the introduction of CV had many unexpected effects.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Simple cause-and-effect tool

Causes	Topic _____	Effects
	⟶	
	⟶	
	⟶	
	⟶	
	⟶	

Simple draft explanation writing frame (linked to a simple cause-and-effect tool)

Draft title* _____

Engagement* _____

_____

_____

The thing I'm going to explain* (Use the word 'why' or 'how' and give the reader some information about what you are going to tell them in the body of your explanation.)

_____

_____

Body* (Each topic sentence is about a 'cause' from the cause-and-effect tool followed by the 'effect'.)

Topic* _____

_____

_____

_____

Topic* _____

_____

_____

_____

Topic* _____

_____

_____

_____

Restate the thing you explained* _____

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model simple draft explanation (based on a simple cause-and-effect tool)

SAMPLE

Draft title* **Drip and chip: The causes and effects of erosion**

*Engagement**

One day on the beach the wind blew sand around my legs and it stung. Blowing sand is a cause of erosion.

*The thing I'm going to explain**

There are many causes of erosion, including water, blowing sand, earthquakes, us and glaciers.

*Body**

*Topic**

Water can wash away mud and rocks. This is why rivers can look muddy.

*Topic**

Blowing sand can make rocks smooth. This is why rocks at the beach look smooth.

*Topic**

Earthquakes shake the ground and cause landslips.

*Topic**

When we remove trees and ground cover it exposes the soil so that it washes away in the rain.

*Topic**

Glaciers can crack rocks and make scree (small rocks). Glaciers can grind rocks into 'rock flour'.

*Restate the thing you explained**

These are some of the causes of erosion, and this is why we get muddy water, landslides and bare hills.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Intermediate cause-and-effect tool

Causes	Topic	Effects
Cause _____ *Detail of causes* _____ _____ _____	⟶	*Effect* _____ *Detail of effects* _____ _____ _____
Cause _____ *Detail of causes* _____ _____ _____	⟶	*Effect* _____ *Detail of effects* _____ _____ _____
Cause _____ *Detail of causes* _____ _____ _____	⟶	*Effect* _____ *Detail of effects* _____ _____ _____
Cause _____ *Detail of causes* _____ _____ _____	⟶	*Effect* _____ *Detail of effects* _____ _____ _____
Cause _____ *Detail of causes* _____ _____ _____	⟶	*Effect* _____ *Detail of effects* _____ _____ _____

Intermediate draft explanation writing frame (linked to an intermediate cause and effect tool)

Draft title _____

Engagement _____

_____

The thing I'm going to explain (Use the word 'why' or 'how' and give the reader some information about what you are going to tell them in the body of your explanation.)

_____

_____

Body

Topic _____

Detail _____

_____

_____

Topic _____

Detail _____

_____

_____

_____

Topic _____

Detail _____

_____

_____

_____

Restate the thing you explained _____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model intermediate draft explanation (based on an intermediate cause and effect tool)

*Draft title*** Drip and chip: The causes and effects of erosion

*Engagement**

One day on the beach the wind blew sand around my legs and it stung. Blowing sand is a cause of erosion.

*The thing I'm going to explain**

There are many causes of erosion including water, blowing sand, earthquakes, animals and humans, and glaciers. We can see the effects of erosion in landslides, muddy water and smooth rocks.

*Body**

*Topic**

Water can wash away mud and rocks.

*Detail**

When rivers flood they erode banks and the rock and soil flows downstream. When we get heavy rain the water flowing down hillsides can wash away land. Sometimes landslides bring down trees.

*Topic**

Sand is another agent of erosion.

*Detail**

Strong winds blast sand against rocks causing them to smooth off.

*Topic**

Earthquakes are capable of reshaping the landscape.

*Detail**

The shaking of an earthquake loosens rocks and earth that causes landslides on the hills, the ground to be torn apart, and rivers to change their course.

*Topic**

Animals, like the possum, and human activity can cause erosion.

*Detail**

We and animals destroy vegetation that prevents erosion. We expose the land so there is nothing to hold the soil in place. Eventually, the soil slips and washes away in the rain.

*Topic**

Glaciers also cause erosion.

*Detail**

As glaciers move, they scour and grind and crack the rock beneath them. Rocks are turned into scree and ground into 'rock flour'.

*Restate the thing you explained**

These are some of the causes of erosion, and this is why we get muddy water, landslides and bare hills.

* Draft writing frame sub-headings are removed before learners write their final revision.

Complex cause-and-effect flow diagram

Causes	Topic _____	Effects
Cause *Detail: First draft* _____ _____ _____ *Revised draft* _____ _____ _____ _____	*Example* → _____ _____ _____ _____ _____	*Effect* *Detail: First draft* _____ _____ _____ *Revised draft* _____ _____ _____ _____
Cause *Detail: First draft* _____ _____ _____ *Revised draft* _____ _____ _____ _____	*Example* → _____ _____ _____ _____ _____	*Effect* *Detail: First draft* _____ _____ _____ *Revised draft* _____ _____ _____ _____

Complex draft explanation writing frame (linked to a complex cause and effect tool)

Draft title* _____

Engagement* _____

_____

The thing I'm going to explain* _____

_____

Body*

Topic* _____

Detail* _____

_____

_____

_____

Example* _____

_____

_____

Topic* _____

Detail* _____

_____

_____

_____

Example* _____

_____

_____

Restatement* _____

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model complex draft explanation (based on a complex cause-and-effect tool)

*Working title** Drip and chip: the causes and effects of erosion

*Engagement**

One day on the beach the wind blew sand at me and it stung. Blowing sand is a cause of erosion.

*The thing I'm going to explain**

There are many causes of erosion including water, blowing sand, earthquakes, animals and humans, and glaciers. We can see the effects of erosion in landslides, muddy water and smooth rocks.

*Body**

*Topic**

Water can wash away mud and rocks.

*Detail**

When rivers flood they eat away banks and the rock and soil flows down stream. When we get heavy rain the water flowing down hillsides can wash away land. Sometimes landslides bring down trees.

*Example**

When cyclone Bola hit the East Coast of New Zealand it caused many slips.

*Topic**

Sand is another agent of erosion.

*Detail**

Strong winds pick up grains of sand and blast them against rocks causing them to smooth off.

*Example**

The sandstone cliffs on the West coast of New Zealand and Wave Rock in Western Australia are examples of sand as an agent of erosion.

*Restatement**

These are some of the causes of erosion, and this is why we get muddy water, landslides and bare hills.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Simple concept frame

Have…	Is…/Is a…Is an…
First lesson	*First lesson*
Last lesson	*Last lesson*

Can…	Examples
First lesson	*First lesson*
Last lesson	*Last lesson*

Simple draft report writing frame (linked to a simple concept frame, brainstorm and factual meaning grid)

Draft title* _____

Engagement* (Interest your reader and tell them what your frame, brainstorm or grid was about.)

_____

_____

_____

Definition* (Use the 'is/are' part of your frame, or the brainstorm word list to help write the definition.)

_____

Body* (Tell your reader what you found out. Include comparisons from your grid.)

Topic* (Use the labels from your brainstorm or different parts of your frame to help you write the topic sentences.)

_____

Detail* _____

_____

_____

_____

Topic* _____

Detail* _____

_____

_____

_____

Ending*(Remind your reader of the topics you wrote about.)* _____

_____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model simple draft report (based on a simple concept frame)

Draft title* *Crystals: flashy and sweet*

*Engagement**

Crystals are all around our dining table. The salt and sugar are crystals and the diamond ring on my sister's finger is a really expensive crystal.

*Definition**

Crystals, like diamonds, are precious, hard and beautiful minerals.

*Body**

*Topic**

Crystals have faces.

*Detail**

Faces are the smooth flat parts of a crystal.

*Topic**

Crystals have many uses.

*Detail**

We eat sugar crystals, we wear diamonds and we put quartz rock crystals in gardens for decoration.

*Ending**

Whether they are flashy or sweet, crystals are all around us.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Intermediate concept frame

Is…/Is a… Is an…		Has…/Have…/Like…		Can…	
Order	*Belomgs to a group*	*Order*	*Things they have*	*Order*	*Actions*
First lesson		*First lesson*		*First lesson*	
Last lesson		*Last lesson*		*Last lesson*	

Examples		Object, event or idea	Are… (has these qualities)	
Order	*Examples*		*Order*	*Things about them*
First lesson			*First lesson*	
Last lesson			*Last lesson*	

Top Tools **Intermediate and complex draft report writing frame (linked to an intermediate concept frame, brainstorm and factual meaning grid)**

Draft title* _____

Engagement* _____

_____

Definition* _____

_____

_____

Body*
Subheading* _____

Topic* _____

Detail* _____

_____

_____

_____

Example* _____

_____

Subheading* _____

Topic* _____

Detail* _____

_____

_____

_____

Example* _____

_____

Ending* _____

_____

_____

*Remove the draft writing frame subheadings before you write your final revision.

Model intermediate draft report (based on an intermediate concept frame)

Draft title *Crystals: flashy and sweet*

Engagement *

Crystals are all around our dining table. The salt and sugar are crystals and the diamond ring on my sister's finger is a really expensive crystal.

Definition *

Crystals can be precious, hard and made under intense pressure, like diamonds, or semi-precious and crumbly and sweet like sugar that is dried sugar cane juice. Close up all crystals are beautiful and many are colourful.

Body *

Subheading *

The geometry of crystals

Topic *

Crystals have faces that can shine like a mirror.

Detail *

Faces are the smooth flat parts of a crystal and they can be triangular of trapezoid or other geometric shapes. The more faces the flashier they look.

Example *

The faces on our CuSo4 crystals were triangular.

Subheading *

The properties of crystals

Topic *

Crystals have many properties

Detail *

Sugar and salt crystals can dissolve and crumble. Sugar has a sweet taste and salt has a salty taste, but there are crystals such as $CuSO_4$ that can be dissolved and sprayed on plants to protect them from diseases, and that are poisonous and dangerous to taste. In contrast, diamonds are hard and tasteless, and can be used to cut glass. Cut diamonds refract light.

Ending *

Whether they are flashy or sweet, decorative or useful, crystals are all around us.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Complex concept frame

Is…/Is a… Is an…		Has…/Have…/Like…		Can…	
Order	Belongs to a group	Order	Things they have	Order	Actions

Examples			Where		Are… (has these qualities)	
Order	Examples	Group	Order	Location	Order	Things about them

When		Value		My questions
Order	When	Order	Value	

Complex draft report writing frame (linked to a complex concept frame, brainstorm and factual meaning grid)

Draft title* _____

Engagement* _____

_____

Definition* _____

_____

Body*

Subheading*(Use labels from your brainstorm or subheadings from your factual meaning grid.)

_____

Topic* _____

Detail* _____

_____

_____

Example* _____

_____

_____

Link*(Is there a way of linking this topic with the next?) _____

_____

_____

Subheading* _____

Topic* _____

Detail* _____

_____

_____

Example* _____

_____

_____

Link* _____

_____

Ending* _____

_____

* Remove the draft writing frame subheadings before you write your final revision.

Model complex draft report (based on a complex concept frame)

SAMPLE

Draft title: Crystals: flashy and sweet

Engagement*

There is a huge range of crystals that occur naturally, and many more that can be made artificially. Crystals are everywhere. Some, like the salt and sugar on our dining table, we can eat. Others, like the diamond ring on my sister's finger, which is really expensive, are more decorative.

Definition*

Most precious crystals like diamonds and rubies are very hard minerals made under intense pressure. Some crystals, including diamonds, are formed in volcanic pipes deep underground. Others like salt and sugar are crumbly. Some crystals occur naturally and others can be made in large quantities (like sugar).

Body*

Subheading*

Finding crystals

Topic*

You may not be aware of it, but crystals are all around us.

Detail*

They are in the sugar bowl, way underground in volcanic 'pipes' (diamonds), and in the crushed rock on your garden path (quartz). Some crystals in the form of medicines are found in pharmacies, and others, in the form of plant sprays for bugs and diseases, are to be found in garden shops.

Example*

The copper sulphate ($CuSO4$) crystals I mixed with water and sprayed on my citrus trees came from a garden centre.

Link*

Given the range of different crystals, it is not surprising that they have different properties and uses.

Subheading*

The properties of crystals

Topic*

Crystals have many properties.

Detail*

Sugar and salt crystals can dissolve and crumble and they are edible. In contrast, diamonds are hard, although they can shatter if they are not cut properly.

Example*

Sugar crystals can be dissolved in soft drinks. Diamonds are so hard they can be used to cut glass. Diamond dust is still hard and is used on saws able to cut concrete.

Link*

But when you look at crystals under a microscope it is clear they have one property in common.

Subheading*

The geometry of crystals

Topic*

All crystals have faces that look as smooth as glass. Many have faces that shine like a mirror.

Detail*

Faces are the smooth flat parts of a crystal and they can be triangular or trapezoid or other geometric shapes.

Example*

The faces on our $KMnO_4$ crystals looked triangular and the faces on a diamond ring were many different shapes.

Ending*

Whether they are flashy or sweet, whether used for decoration or guiding missiles, crystals are all around us.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Simple brainstorm

Word collection	Group + label	Group + label	Group + label
	Group + label	Group + label	Group + label
Words added mid-lesson/ unit			
	Group + label	Group + label	Group + label
Words added at end of lesson/unit			

Model simple draft report (based on a simple brainstorm)

Draft title*Giants of the sea

Definition*

Whales are mammals (warm blooded creatures) that live in the sea.

Body*

Subheading*

Whale types

Topic*

There are many types of whale. We know of six, and one is the Sperm whale.

Detail*

Sperm whales have teeth. The Blue whale is huge.

Example*

Moby Dick and the whale in Sponge Bob Square Pants are Sperm Whales.

Subheading*

The body of a whale

Topic*

There are lots of parts to a whale's body.

Detail*

Whales have thick blubber to keep them warm but fish are cold blooded. Whales breathe air through blowholes, fish have gills.

Example*

The Sperm whale has one blowhole, but the Right whale has two.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Intermediate brainstorm

Word collection	Group + label	Group + label	Group + label
A _____ is (a) …			
	Further research	Further research	Further research

Elaboration

Type 1 questions ('who?', 'what?', 'where?', 'why?', 'when?' and 'how?')

Type 2 questions (Add 'should', 'might', 'would', could', 'if' to the Type 1 questions, e.g. 'Who might?', 'What if?' etc.)

Words added mid-lesson/unit

Words added at end of lesson/unit

Model intermediate draft report (based on an intermediate brainstorm)

Draft title Giants of the sea

Engagement*

I saw a whale breech (come out of the water), and 'blow' on a whale watch trip. It was awesome.

Definition*

Whales are mammals (warm blooded creatures like us) that live in the sea. They belong to the same group of animals as dolphins and porpoises.

Body*

Subheading*

Two types of whale

Topic*

There are two types of whale — toothed and baleen.

Detail*

Sperm whales have huge ivory cone-shaped teeth like the tip of an elephant's tusk. In contrast, the giant Blue whale has baleen plates instead of teeth.

Example/Elaboration*

These plates in the mouth of a baleen whale are like the ridges on the roof of your mouth and feel like your finger nails.

Subheading*

Not like a fish

Topic*

Whale bodies are not like fish bodies.

Detail*

Whales have flukes, not tails and they move up and down, not sideways. Whales have thick blubber to keep them warm — fish are cold blooded. Whales breathe air through blowholes.

Example/Elaboration*

The Sperm whale has one blowhole but the Right whale has two. When they 'blow' there are loud explosions and a fine spray shoots out.

Ending*

Scientists still don't know how some whales can dive to such great depths and fight to the death with giant squids.

---

* Draft writing frame subheadings are removed before learners write their final revisions.

Complex brainstorm

Word collection	Group + label	Group + label	Group + label
A _____ is (a) …			
	Further research	Further research	Further research
	Flexible grouping	Flexible grouping	Flexible grouping

Elaboration

Metaphor/simile

Type 1 questions ('who?', 'what?', 'where?', 'why?', 'when?' and 'how?')

Type 2 questions (Add 'should', 'might', 'would', could', 'if' to the Type 1 questions, e.g. 'Who might?', 'What if?' etc.)

Words added mid-lesson/ unit

Words added at end of lesson/unit

Model complex draft report (based on a complex brainstorm)

*Draft title**Giants of the sea

Engagement*

I saw a whale breech (come out of the water) like a steam train coming out of a wet tunnel, and 'blow' before diving like a silent submarine, on a whale watch trip.

Definition*

Whales are mammals (warm blooded creatures like us) that live in the sea. They belong to the same group of animals as dolphins and porpoises. Some whales are endangered.

Body*

Subheading*

Two types of whale

Topic*

There are two types of whale — toothed and baleen.

Detail*

Sperm whales are toothed whales. They have huge ivory cone-shaped teeth like the tip of an elephant's tusk. In contrast, the giant Blue whale is a baleen whale. It has baleen plates (like big hair combs) instead of teeth.

Example*

These ridged plates in the mouth of a baleen whale are like the ridges on the roof of your mouth and feel like your finger nails.

Comment*

Both these whales and other whales that the Japanese catch are endangered. We need to stop the Japanese from research whaling, but how?

Link*

From research we know that whales are not fish.

Subheading*

Not like a fish

Topic*

Whale bodies are not like fish bodies.

Detail*

Whales have flukes, and they move up and down, not sideways like a fish. Whales are warm blooded (like us) and have thick blubber to keep them warm. In contrast, fish are cold blooded. Whales have lungs (like us) and breathe air through blowholes on the top of their head. Fish take oxygen from the water through their gills.

Example*

The Sperm whale has one blowhole, the Right whale has two.

Comment*

We know quite a bit about whales but we are still not sure how they communicate.

Ending*

Scientists still don't know how some whales can dive to such great depths and fight to the death with giant squids. There will be much more to report about whales in the future.

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* Draft writing frame subheadings are removed before learners write their final revisions.

Simple factual meaning grid

Key: ✓ = Yes   ✗ = No   • = Some do/some don't   ? = Don't know yet

1 = start of lesson. 2 = end of lesson.

	1 / 2

	Object/person/event					
	Group			**Group**		
Descriptions						
Comparison						

Intermediate factual meaning grid

Key: ✓ = Yes   ✗ = No   • = Some do/some don't   **?** = Don't know yet

1 = start of lesson. 2 = end of lesson.

1
2

Descriptors	Object, person or event				
					'All', 'some', 'none', 'few', 'most'… statements

Comparisons

_____

_____

_____

_____

_____

Complex factual meaning grid

Key: ✓ = Yes   ✗ = No   • = Some do/some don't   ? = Don't know yet

1 = start of lesson. 2 = end of lesson.

Descriptors	Object/person/event Group				
Subheading _____					'All', 'some', 'few'
Subheading _____					
Comparisons					
References			Questions		

Criteria for assessing learners' procedural knowledge

	Names					
At the simple level learners:						
1 contribute to the completion of a simple tool						
2 contribute to the completion of a simple draft writing frame linked to information recorded on a simple tool						
3 contribute to the partial completion of a simple tool, then complete the tool independently, and use a simple draft writing frame linked to information recorded in the completed simple tool						
4 research a topic, complete a simple tool independently, and write a simple text (without using a simple draft writing frame).						
At the intermediate level learners:						
1 contribute to the completion of an intermediate tool						
2 contribute to the completion of an intermediate draft writing frame linked to information recorded on an intermediate tool						
3 contribute to the partial completion of an intermediate tool, then complete the tool independently, and use an intermediate draft writing frame linked to information recorded in the completed intermediate tool						
4 research a topic, complete an intermediate tool independently, and write an intermediate text (without using an intermediate draft writing frame).						
At a complex level learners:						
1 contribute to the completion of a complex tool						
2 contribute to the completion of a complex draft writing frame linked to information recorded on a complex tool						
3 contribute to the partial completion of a complex tool, then complete the tool independently, and use a complex draft writing frame linked to information recorded in the completed complex tool						
4 research a topic, complete a complex tool independently, and write a complex text (without using a complex draft writing frame).						

Criteria for assessing learners' quality of critical thinking

	Names					
At the simple level learners:						
1 receive, recite, remember and understand a limited amount of information						
2 record and transform what they know using a simple critical thinking tool						
3 apply the product of their critical thinking in a range of contexts.						
At the intermediate level learners:						
1 apply and analyse information						
2 critically transform information and ideas using intermediate critical thinking tools						
3 apply the product of their critical thinking in a range of contexts.						
At a complex level learners:						
1 evaluate and create information						
2 critically and complexly transform significant amounts of information and ideas using complex critical thinking tools						
3 apply the product of their critical thinking in a range of contexts.						

Criteria for assessing learners' quality of creative thinking

	Names					
At the simple level learners:						
1 generate at least one novel idea or way of viewing a task/problem (flexibility and ideational fluency)						
2 demonstrate creative thinking that tends to be 'surface level', inflexible and lacking insightfulness (elaboration, insightfulness and originality)						
3 are unable to critique or elaborate their ideas that tend to be convergent (elaboration and originality).						
At the intermediate level learners:						
1 sometimes show imagination and fluency by generating original ideas (fluency and originality)						
2 show flexibility by generating and elaborating on alternative ways of viewing a task/problem (flexibility and elaboration)						
3 critically evaluate ideas and apply ideas productively.						
At a complex level learners:						
1 are highly imaginative, and capable of fluently generating numerous original, and sometimes abstract, ideas. (fluency and originality)						
2 make insightful and elaborated connections and discoveries (elaboration and insightfulness)						
3 critically evaluate the product of their creative thinking.						

Criteria for assessing learners' quality of caring thinking

	Names					
At the simple level learners:						
Affective thinking **1** express their own feelings and what causes them, and sometimes infer the dispositions and intentions of others						
Ethical thinking **2** do little to respect the rights of others, or explore issues ethically or articulate their own behaviour in ethical terms						
3 demonstrate behaviour that is sometimes ethically inappropriate and self-centred						
4 use simple caring thinking tools independently.						
At the intermediate level learners:						
Affective thinking **1** express their feelings and understand and respect the feelings of others						
Ethical thinking **2** articulate their own and others' behaviour in ethical terms						
3 are ethically fair minded, reasonable and mostly consistent						
4 use intermediate caring thinking tools independently.						
At a complex level learners:						
Affective thinking **1** consistently express their feelings and appreciate and encourage respect for the feelings of others						
Ethical thinking **2** consistently make considered ethical decisions in respect to their own and others' behaviour and communicate ethical criteria in respect to behaviour to others						
3 are ethically fair minded, reasonable, and consistent						
4 use complex caring thinking tools independently.						

Criteria for assessing learners' quality of episodic thinking

	Names					
At the simple level learners:						
1 recall some episodes/events in sequence						
2 elaborate some episodes/events						
3 cannot distinguish between main and minor episodes/events						
4 cannot appreciate recount, narrative or explanation structures						
5 infer a limited number of links between episodes/events or parts of an explanation.						
At the intermediate level learners:						
1 recall most episodes/events in sequence						
2 elaborate most episodes/events						
3 distinguish between main and minor events						
4 understand recount, narrative and explanation structures						
5 infer some links between or among episodes/events or parts of an explanation.						
At a complex level learners:						
1 recall all episodes/events in sequence						
2 elaborate all episodes/events						
3 distinguish between main and minor episodes/events						
4 appreciate recount, narrative and explanation structures						
5 infer links between or among episodes/events or parts of an explanation.						

Criteria for assessing learners' quality of conceptual thinking

	Names					
At the simple level learners:						
1 rarely use inductive thinking to construct generic (concrete) categories or concepts from specific instances						
2 have limited ability when citing examples and attributes of concrete concepts						
3 rarely differentiate between specific instances and generic concrete categories or concepts						
4 define concepts in terms of self						
5 rarely use concepts to reason.						
At the intermediate level learners:						
1 frequently use inductive thinking to construct generic (concrete and abstract) categories or concepts from specific instances						
2 cite examples and multiple attributes of (concrete and abstract) concepts						
3 can differentiate between specific instances and generic concrete and abstract categories or concepts						
4 use concepts to reason.						
At a complex level learners:						
1 provide multiple categories for a single concept						
2 use concrete and abstract concepts to reason (including syllogistic and comparative thinking)						
3 frequently use inductive thinking to construct generic concrete and abstract categories or concepts from specific instances						
4 fluently cite examples and attributes of concrete and abstract concepts						
5 can differentiate between specific instances and generic concrete and abstract categories or concepts.						

Criteria for assessing learners' metalanguage

	Names					
At the simple level learners:						
1 name a few of the tools they use						
2 name a few of the types of thinking evoked by those tools						
3 name a few text-to-tool links						
4 identify a few text features.						
At the intermediate level learners:						
1 consistently name most of the tools they use						
2 consistently name most of the types of thinking evoked by tools						
3 consistently name most text-to-tool links						
4 consistently identify most text features.						
At a complex level learners:						
Talk confidently about the tools they use, the types of thinking evoked by those tools, when to use them and the text features of a range of single and mixed genre						