

Name:

### **The Argumentation Frame**

1. What information is presented that leads to a claim?
2. What is the basic statement or claim that is the focus of the information?
3. What examples or explanations are presented to support this claim?
4. What concessions are made about the claim?

Name:

### **The Conversation Frame**

1. How did the members of the conversation greet each other?
2. What question or topic was insinuated, revealed, or referred to?
3. How did their discussion progress?
  - Did either person state facts?
  - Did either person make a request of the other?
  - Did either person demand a specific action of the other?
  - Did either person threaten specific consequences if a demand was not met?
  - Did either person indicate that he/she valued something that the other had done?
4. How did the conversation conclude?

Name:

### **The Definition Frame**

1. What is being defined?
2. To which general category does the item belong?
3. What characteristics separate the item from other things in the general category?
4. What are some different types or classes of the item being defined?

Name:

## **The Narrative Frame**

1. Who are the main characters and what distinguishes them from others?
2. When and where did the story take place? What were the circumstances?
3. What prompted the action in the story?
4. How did the characters express their feeling?
5. What did the main characters decide to do? Did they set a goal, and, if so, what was it?
6. How did the main characters try to accomplish their goals?
7. What were the consequences?

Name:

### **The Problem/Solution Frame**

1. What is the problem?
2. What is a possible solution?
3. What is another possible solution?
4. Which solution has the best chance of succeeding?

# Summarizing and Paraphrasing

Summarizing and Paraphrasing: [http://highered.mcgraw-hill.com/sites/0070364400/student\\_view0/summarizing\\_and\\_paraphrasing.html#](http://highered.mcgraw-hill.com/sites/0070364400/student_view0/summarizing_and_paraphrasing.html#)

When you are incorporating outside material into your own work (such as for a research paper) you will need to know how to *summarize* and how to *paraphrase*. In both instances, you are restating someone else's ideas *in your own words*. What's the difference? When you summarize, you condense the original material--you use less words to cover the same idea. When you paraphrase, you use roughly the same number of words to restate the original idea. The most important thing to remember, whether you are summarizing or paraphrasing, is that you **must not** borrow too much from your original source. *You must use your own words and your own phrasing*. If you do not change enough of the vocabulary and sentence structure of the original passage, you have plagiarized.

## Summarizing Paraphrasing

### Summarizing

Here's an example of a summary of a paragraph from Marjorie Garber's essay, "As They Like It." Read the summary and then answer the questions that follow.

#### ORIGINAL

The success of a film called *Shakespeare in Love* may owe a great deal to its witty script by playwright Tom Stoppard and screenwriter Marc Norman, as well as to its personable stars, but not a little of the film's appeal lies in its title. Who among us would not want a front-row seat or a voyeuristic peephole for the spectacle of *Shakespeare in Love*, especially if that love is seen to be the "cause" of his genius?

--Marjorie Garber, "As They Like It," *Harper's Magazine*

#### SUMMARY

In her essay "As They Like It," Marjorie Garber suggests that the appeal of the film *Shakespeare in Love* may have something to do with our desire to see romantic love as the inspiration for a genius like Shakespeare's.

- 1 A summary is always shorter than the original passage.  
True  
False

2 You should include all details from the original passage in your summary.  
True  
False

3 A summary should provide the author and title of the original work.  
True  
False

### **Paraphrasing**

A common mistake writers make when paraphrasing is to simply substitute synonyms into the original work. Remember that you must alter sentence structure as well. The following examples will help you to distinguish an acceptable paraphrase from one that borrows too heavily from the original source. Identify whether each paraphrase is "OK" or whether it is "Too Close to the Original."

#### ORIGINAL

Left partially deaf by a childhood inflammation of the mastoid bones, Thomas Edison throughout his life embraced the world of silence, reveled in its space, allowed it to empower him; as much as any man, perhaps, he recognized silence as the territory of inspiration and cultivated its gifts.

--Mark Slouka, "Listening for Silence," *Harper's Magazine*

1 Mark Slouka, in his article "Listening for Silence," informs us that Thomas Edison was left partially inflammation of the mastoid bones. Because of this, Slouka says, Edison embraced the world of sil its space. Edison recognized silence as the source of inspiration and cultivated it.  
OK  
Too Close to Original

- 2 Left hard of hearing by an early problem with the mastoid bones, Thomas Edison his whole life acc  
silence, enjoyed its isolation, let it empower him. Mark Slouka, in his article "Listening for Silence,"  
as anyone, Edison understood silence as the place of revelation and cultivated its rewards.

OK

Too Close to Original

- 3 Mark Slouka, in his article "Listening for Silence," cites Thomas Edison as an example of a man enr  
from sound. A childhood problem had damaged Edison's hearing; instead of feeling crippled, Edison  
value of quiet. Silence, Slouka explains, was a necessary source of inspiration for Edison.

OK

Too Close to Original

## One-Sentence Summary - 13

*Topic and directions.*

Who?

Does what?

To what or whom?

When?

Where?

How?

Why?

In sentence form:

## Summary Frames are Powerful Tools for Teaching Independent Reading, Thinking and Writing

### A summary frame/template . . .

1. guides students' processing of new learning.
2. provides a template of teacher expectations.
3. provides "road signs" to help the student determine if they are performing to expectations.
4. explicitly teaches various types of thinking and comprehension.

### Sequence Summary Frame

In order to \_\_\_\_\_ you must follow several steps.

First, \_\_\_\_\_.

Then, \_\_\_\_\_.

Next, \_\_\_\_\_.

Finally, \_\_\_\_\_.

### Chronological Summary Frame

\_\_\_\_\_ has a specific order.

At the beginning \_\_\_\_\_.

After that, \_\_\_\_\_.

Then, \_\_\_\_\_.

Next, \_\_\_\_\_.

The, \_\_\_\_\_ ended when \_\_\_\_\_.

### Compare-Contrast Summary Frame

\_\_\_\_\_ and \_\_\_\_\_ are alike and are different in several ways.

First, they are alike because \_\_\_\_\_ but they are different \_\_\_\_\_.

Secondly, \_\_\_\_\_ is \_\_\_\_\_ while \_\_\_\_\_ is \_\_\_\_\_.

Finally, \_\_\_\_\_ and \_\_\_\_\_ are alike because \_\_\_\_\_.

But, they are different because \_\_\_\_\_.

### Problem-Solution Summary Frame

The problem began when \_\_\_\_\_.

The \_\_\_\_\_ tried to \_\_\_\_\_.

After that, \_\_\_\_\_.

Then, \_\_\_\_\_.

The problem was finally resolved when \_\_\_\_\_.

### Definition/Word Meaning Summary Frame

The word/concept \_\_\_\_\_ is important to (subject) \_\_\_\_\_.

It relates to (category or big idea it belongs to) \_\_\_\_\_.

One main characteristic of (word/concept) is \_\_\_\_\_.

Another key characteristic/element is \_\_\_\_\_.

An example of this word/concept is \_\_\_\_\_.

### Main Idea/Details Summary Frame

The main idea of this passage is \_\_\_\_\_.

One fact or example that supports this main idea is \_\_\_\_\_.

Another fact or example that supports this main point is \_\_\_\_\_.

In addition, \_\_\_\_\_.

Finally, \_\_\_\_\_ illustrates that

(main idea) \_\_\_\_\_.

### Cause/Effect Summary Frame

In order to understand the (effect/result)

\_\_\_\_\_ you must identify the causes.

The first cause of (effect/result) \_\_\_\_\_ is \_\_\_\_\_.

Secondly, \_\_\_\_\_ was another cause of (effect/result) \_\_\_\_\_.

A third cause of (effect/result) \_\_\_\_\_ is \_\_\_\_\_.

It is clear that (effect/result) \_\_\_\_\_ has a number of contributing causes.

### Character Trait Analysis Summary Frame

A significant personality characteristic of (character name) \_\_\_\_\_ in the (book/story/passage) \_\_\_\_\_ is that he/she was (characteristic) \_\_\_\_\_.

The first incident where/way that the character demonstrates (characteristic) \_\_\_\_\_ was \_\_\_\_\_.

A second incident where/way that the character demonstrates this trait was \_\_\_\_\_.

(Character) \_\_\_\_\_ also shows this trait when he/she \_\_\_\_\_.

Finally, (character) \_\_\_\_\_ shows that he/she is (characteristic) \_\_\_\_\_ when \_\_\_\_\_.

It is clear that (characteristic) \_\_\_\_\_

makes (character) \_\_\_\_\_ an (choose one-- interesting, fascinating, important, etc) character in

(book/story) \_\_\_\_\_.

### Conclusion/Generalization Summary Frame

A person can conclude that \_\_\_\_\_.

The first reason for/evidence that (conclusion/generalization) \_\_\_\_\_ is \_\_\_\_\_.

A second reason for/evidence that (conclusion/generalization) \_\_\_\_\_ is \_\_\_\_\_.

Yet another example that, (conclusion/generalization) \_\_\_\_\_ is \_\_\_\_\_.

There is no question then that

(conclusion/generalization) \_\_\_\_\_.

## Cause/Effect Summary Frame

In order to understand the (effect/result) \_\_\_\_\_

you must identify the causes.

The first cause of (effect/result) \_\_\_\_\_

is

Secondly, \_\_\_\_\_

was another cause of (effect/result) \_\_\_\_\_

A third cause of (effect/result) \_\_\_\_\_

is

It is clear that (effect/result) \_\_\_\_\_

has a number of contributing causes.

## Cause/Effect Summary Paragraph

(Place the content of your paragraph in blank areas. )

In order to understand the (effect/result) \_\_\_\_\_ you must identify the cause. The first cause of (effect/result) \_\_\_\_\_ is \_\_\_\_\_. Secondly, \_\_\_\_\_ was another cause of (effect/result) \_\_\_\_\_. A third cause of (effect/result) \_\_\_\_\_ is \_\_\_\_\_. It is clear that (effect/result) \_\_\_\_\_ has a number of contributing causes.

## Character Trait Analysis Summary Frame

A significant personality characteristic of (character name) \_\_\_\_\_  
in the (book/story/passage) \_\_\_\_\_  
is that he/she was (characteristic) \_\_\_\_\_

The first incident where/way that the character demonstrates (characteristic)  
\_\_\_\_\_ was \_\_\_\_\_

A second incident where/way that the character demonstrates this trait was  
\_\_\_\_\_ (Character) \_\_\_\_\_  
also shows this trait when he/she \_\_\_\_\_  
(Character) \_\_\_\_\_ also shows this trait when he/she \_\_\_\_\_

Finally, (character) \_\_\_\_\_ shows that he/she is (characteristic)  
\_\_\_\_\_ when \_\_\_\_\_

It is clear that (characteristic) \_\_\_\_\_ makes (character)  
\_\_\_\_\_ an (choose one--interesting, fascinating, important, etc)  
character in (book/story) \_\_\_\_\_

## Character Trait Analysis Summary Paragraph

(Place the content of your paragraph in blank areas.)

A significant personality characteristic of (character name) in the (book/story/ passage) is that he/she was (characteristic). The first incident where/way that the character demonstrates (characteristic) \_\_\_\_\_ was \_\_\_\_\_. A second incident where/way that the character demonstrates this trait was \_\_\_\_\_, (Character) also shows this trait when he/she \_\_\_\_\_. Finally, (character) \_\_\_\_\_ shows that he/she is (characteristic) \_\_\_\_\_ when \_\_\_\_\_. It is clear that (characteristic) \_\_\_\_\_ makes (character) \_\_\_\_\_ an (choose one--interesting, fascinating, important, etc) character in (book/story) \_\_\_\_\_.

## Chronological Summary Frame

\_\_\_\_\_ has a specific order.

At the beginning

After that,

Then,

Next,

The, \_\_\_\_\_  
ended when

\_\_\_\_\_

## **Chronological Summary Paragraph**

(Place the content of your paragraph in blank areas.)

\_\_\_\_\_ has a specific order. At the beginning \_\_\_\_\_. After that, \_\_\_\_\_.  
Then, \_\_\_\_\_. Next \_\_\_\_\_. The \_\_\_\_\_ ended when \_\_\_\_\_.

## Conclusion/Generalization Summary Frame

A person can conclude that

is/does/can/should, etc.

---

---

The first reason/evidence that (conclusion/generalization)

\_\_\_\_\_ is/does/can/should, etc.

\_\_\_\_\_ is

---

Finally, this conclusion/generalization is also supported because

---

## Conclusion/Generalization Summary Paragraph

(Place the content of your paragraph in blank areas.)

A person can conclude that \_\_\_\_\_ is/does/can/should, etc. \_\_\_\_\_. The first reason/evidence that (conclusion/generalization) \_\_\_\_\_ is/does/can/should, etc. \_\_\_\_\_ is \_\_\_\_\_. Finally, this conclusion/generalization is also supported because \_\_\_\_\_.

## Definition Summary Frame

The term/word/concept \_\_\_\_\_  
is important to (subject \_\_\_\_\_  
\_\_\_\_\_

It relates to (What category it belongs to) \_\_\_\_\_

One main characteristic of (term/word/concept \_\_\_\_\_  
is \_\_\_\_\_  
\_\_\_\_\_

Another key element/characteristic is \_\_\_\_\_

An example of this is \_\_\_\_\_

Example:

A *desert* is important to studying types of environments on earth.

It is a type of climate.

One characteristic of a *desert* is that it has less than 10 inches of rainfall a year.

Another key characteristic is that more water evaporates from the ground at night than the rainfall.

An example of a desert is the Sahara Desert.

## Definition Summary Paragraph

(Place the content of your paragraph in blank areas.)

The term/word/concept \_\_\_\_\_ is important to (subject \_\_\_\_\_). It relates to (What category it belongs to) \_\_\_\_\_. One main characteristic of (term/word/concept \_\_\_\_\_) is \_\_\_\_\_. Another key element/characteristic is \_\_\_\_\_. An example of this is \_\_\_\_\_.

Example:

A *desert* is important to studying types of environments on earth. It is a type of climate. One characteristic of a *desert* is that it has less than 10 inches of rainfall a year. Another key characteristic is that more water evaporates from the ground at night than the rainfall. An example of a desert is the Sahara Desert.

## Main Idea/Details Summary Frame

The main idea of this passage is \_\_\_\_\_

One fact or example that supports this main idea is \_\_\_\_\_

Another fact or example that supports this main point is \_\_\_\_\_

In addition, \_\_\_\_\_

Finally, \_\_\_\_\_

\_\_\_\_\_ illustrates that (main idea)

\_\_\_\_\_

## Main Idea/Details Summary Paragraph

(Place the content of your paragraph in blank areas.)

The main idea of this passage is \_\_\_\_\_. One fact or example that supports this main idea is \_\_\_\_\_. Another fact or example that supports this main point is \_\_\_\_\_. In addition, \_\_\_\_\_. Finally, \_\_\_\_\_ illustrates that (main idea) \_\_\_\_\_.

## Problem-Solution Summary Frame

The problem began when

\_\_\_\_\_

The \_\_\_\_\_ tried to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

After that,

Then,

The problem was finally resolved when

## Problem-Solution Summary Paragraph

(Place the content of your paragraph in blank areas.)

The problem began when \_\_\_\_\_. The \_\_\_\_\_ tried to \_\_\_\_\_. After that, \_\_\_\_\_ . Then \_\_\_\_\_. The problem was finally resolved when \_\_\_\_\_.

## Sequence Summary Frame

In order to \_\_\_\_\_  
you must follow several steps.

First,

Then,

Next,

Finally,

## Sequence Summary Paragraph

(Place the content of your paragraph in blank areas.)

In order to \_\_\_\_\_ you must follow several steps. First, \_\_\_\_\_. Then, \_\_\_\_\_.  
Next, \_\_\_\_\_. Finally, \_\_\_\_\_.

## MEL-Con Summary Frames

**M**ain Idea (Topic Sentence)

**E**vidence/Example

**L**ink Evidence/Support to Topic Sentence

**Con**cluding Sentence (Recap/ Summary)

		<b>M</b> Topic Sentence
	(transition to 1 <sup>st</sup> example)	<b>E</b>
		First Example or Evidence
		<b>L</b> Link to topic (Explain)
	(transition to 2 <sup>nd</sup> example)	<b>E</b>
		Second Example or Evidence
		<b>L</b> Link to topic (Explain)
	(transition to 3rd example)	<b>E</b>
		Third Example or Evidence
		<b>L</b> Link to topic (Explain)
	(transition to conclusion)	<b>Con</b>
		Concluding Statement Recap 3 examples

Name:

### **The Topic-Restriction-Illustration Frame**

1. **T** – What is the general statement or topic?
2. **R** – What information narrows or restricts the general statement or topic?
3. **I** – What examples illustrate the topic or restriction?

# Writing Frames

## July/August 2008



[Printable PDF version](#)

### Rationale:

How can we integrate reading and writing across the content areas? Data from 2002 National Assessment of Educational Progress (NAEP) showed that only 28% of fourth graders, 31% of eighth graders, and 24% of twelfth graders performed at or above a proficient (i.e., competent) level of writing achievement for their respective grade level (Persky, Daane, & Jin, 2003).

Composing text is not an easy task; it requires cognitive, physical, linguistic, and content skills as well as considering the audience needs and the author's communicative purposes. On the other hand, many of our students speak English as a second language and have specific reading needs. More demands for higher levels of writing performance and for demonstration of content mastery through writing are being made of students and their teachers, while teachers are simultaneously facing a higher proportion of students who struggle not only with composing, but also with basic reading and writing skills.

One method for integrating content area reading with writing is the use of **writing frames** (Fowler 1982; Nichols, 1980). A writing frame consists of a skeleton outline to scaffold children's non-fiction (or fiction) writing. Some students find non-fiction writing problematic compared to writing narrative. Writing frames help struggling writers in particular use appropriate text organization for summarizing content area information that adheres to a basic structure (e.g., compare-contrast). Many struggling readers have difficulty getting started and staying focused on an issue when asked to respond in writing to a selection they have read. The writing frames contain key language information to help students organize their thoughts and writing about the major ideas of a narrative or expository text.

The connectives in writing frames (i.e., first, then, finally) help students transition from one idea to the next, thus giving them a structure for developing a logical and coherent piece of writing. Writing frames can be helpful for students who struggle with writing because they activate prior knowledge about the topic of study, help students with text summarization, and/or encourage discussion through which students are exposed to multiple perspectives.

Teaching writing with writing frames helps students of all ages and all abilities. The strategy has been used with students from kindergarten through high school.

## How to Use the Strategy:

Use of the writing frame should always begin with discussion and teacher modeling before moving on to joint construction between the teacher and student and then followed with the student using the writing frame independently.

Teachers should (a) challenge the students by involving them in a close examination of the features of text, both fiction and non-fiction; (b) model a wide range of techniques for responding to text by focusing on each text's particular writing form; and, (c) require students to review and revise their responses after a guided reading of the text.

Writing frames are appropriate for guided writing which involves the teacher working with a small group of students writing a range of text types. In guided writing the teacher models through mini-lessons and students apply the understanding they gained from modeled and shared writing sessions with varying degrees of support from the teacher. Writing frames provide scaffold for writing.

### Steps:

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1. When teaching writing using a frame, first introduce the type of writing with the critical elements highlighted.
2. Present the writing frame and model how to complete it.
3. Discuss the writing frame responses with the class and invite students to ask questions.
4. Provide guided practice using the writing frame.
5. After students have used the writing frame over time and with the teacher using informal assessment, students then use the frame to write individually.
6. As students learn the structure of the particular type of writing (i.e., narrative, expository) the use of frames is discontinued.
7. Have students present their paragraphs, explaining why they used the ideas they wrote.
8. Once students are comfortable with writing one paragraph, expand their writing to multiple paragraphs.
9. After practice, post examples of completed paragraphs in the classroom for students to refer to when they write without the use of frames.

### Examples:

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#### Opinion Writing Frame

Click on each of the examples below for a printable PDF version.

**Opinion Writing Frame**

I like apple fries. Here is why I like them. First, they are crisp. Next, they are juicy. Finally, they are very healthy for me. Those are the reasons I like apple fries.

Example Elementary Opinion Writing Frame

**Opinion Writing Frame**

I like \_\_\_\_\_. Here is why I like them. First, \_\_\_\_\_. Next, \_\_\_\_\_. Finally, \_\_\_\_\_. Those are the reasons I like \_\_\_\_\_.

Blank Elementary Opinion Writing Frame

**Opinion Writing Frame**

I am in favor of hybrid cars. Here are my reasons for having this opinion. First, they are fuel efficient. Next, they are environmentally friendly. Finally, there are tax incentives available for hybrid cars. Those are the reasons I am in favor of hybrid cars.

Example Secondary Opinion Writing Frame

**Opinion Writing Frame**

I am in favor of \_\_\_\_\_. Here are my reasons for having this opinion. First, \_\_\_\_\_. Next, \_\_\_\_\_. Finally, \_\_\_\_\_. Those are the reasons I am in favor of \_\_\_\_\_.

Blank Secondary Opinion Writing Frame

Give students a different frame on the same organizational pattern as the first. For instance, after giving students the "Opinion Writing Frame", try one like the "Comparison-Contrast Writing Frame" to give them more practice with this pattern.

**Comparison-Contrast Writing Frame**

Click on each of the examples below for a printable PDF version.

**Comparison- Contrast Writing Frame**

Apple fries and French fries have some similarities but are also different. They are both snack foods. They are similar in that they look like fries. You can buy them both at some fast food restaurants. Although they are both snack foods, they are different in some ways. For example, French fries are greasy. In addition, French fries have lots of calories but, apple fries are healthy for you. Another difference is that apple fries cost a bit more than French fries.

Example Elementary Comparison-Contrast Writing Frame

**Comparison- Contrast Writing Frame**

\_\_\_\_\_ have some similarities but are also different. They are both \_\_\_\_\_. They are similar in that \_\_\_\_\_. Although they are both \_\_\_\_\_, they are different in some ways. For example, \_\_\_\_\_. In addition, \_\_\_\_\_ but \_\_\_\_\_, Another difference is that \_\_\_\_\_.

Blank Elementary Comparison-Contrast Writing Frame

**Comparison- Contrast Writing Frame**

Hybrid and electric cars have many things in common but are also different. They are both fuel efficient. They are similar in that they both use technology that is designed to decrease the use of gasoline fuel for powering gas engines. Although they are both similar in that they are fuel-efficient, they are different in some ways. For example, electric cars are totally electric, meaning that they have to be plugged in and charged; the range of the car is as far as the charge, Hybrid car batteries charge while you are driving. On the other hand, electric cars need a recharge every 50-100 miles. In addition, electric cars go up to 50-60 miles/hr whereas hybrid cars go much faster than that. Another difference is that hybrid cars are a mixture of gas and electric power to create a gas efficient partially electric car with a limited range.

**Comparison- Contrast Writing Frame**

\_\_\_\_\_ have many things in common but are also different. They are both \_\_\_\_\_. They are similar in that \_\_\_\_\_. Although they are both similar in that they are \_\_\_\_\_, they are different in some ways. For example, \_\_\_\_\_. On the other hand, \_\_\_\_\_. In addition, \_\_\_\_\_ whereas, \_\_\_\_\_. Another difference is that \_\_\_\_\_.

**Assessment:**

The writing frames can be also used for assisting assessment of the students' developing reading and writing skills, and can be filed in students' individual portfolios.

**Resources:**

KidAuthors. (<http://www.kidauthors.com/default.asp>). Stories and poems submitted by children and adolescents ages 6–18.

Kids on the Net. (<http://www.kidsonthenet.com>). Advice and guidelines for writing, teaching resources, writing games, book reviews, and papers submitted by students.

National Council of Teachers of English. (<http://www.ncte.org>). Standards for literacy instruction, summaries of research on writing and reading, resources for teaching writing, and professional development.

Six Traits for Elementary Grades. ( <http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>). Explanations, rubrics, posters, and scored samples for the six traits.

Writing Frames for the Literacy Strategy. (<http://www.mcgraw-hill.co.uk/kingscourt/downloads/writingframeslevels9-12.pdf>) Writing activities and several examples on writing frames for ages 7-8.5.

An Approach to Factual Writing. ([http://www.readingonline.org/articles/art\\_index.asp?HREF=writing/index.html](http://www.readingonline.org/articles/art_index.asp?HREF=writing/index.html)). Explanation of writing frames, how to use them, and examples.

Using Writing Frames in the Classroom. (<http://www.halton.gov.uk/schools/english/frontwritingframes.htm>) Several examples on writing frames for elementary through middle school grades.

**References:**

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Nichols, J. N. (1980). Using paragraph frames to help remedial high school students with writing assignments. *Journal of Reading*, 24, 228-231.

Persky, H. R., Daane, M. C., & Jin, Y. (2003). *The nation's report card: Writing 2002*. (NCES 2003-529). U.S. Department of Education. Institute of Education Sciences. National Center for Education Statistics. Washington, DC: Government Printing Office.

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