MGHS

SCAFFOLDING GUIDE



#### Information Report

**Purpose** – to classify and describe

Expectations:

* Students research unfamiliar topics-synthesise information from a variety of sources
* Opening statement, series of organised paragraphs
* Evidence that text is not just copied from books
* Texts accompanied by diagrams and labelled sketches
* Include a bibliography
* Technical language

**INFORMATION REPORT SCAFFOLD**

Word Bank Introduction:

A general statement that explains what the report is about. It may include a short description or definition of the subject.

Description:

An outline of facts about the topic grouped into paragraphs. Each paragraph describes a different characteristic of the topic.

Characteristic 1:

**Characteristic 2:**

**Hints**

The number of paragraphs is decided by the number of different characteristics covered in the report.

Begin each paragraph with a **topic sentence.**

Use technical terms.

**Characteristic 3:**

**Characteristic 4:**

**Concluding Paragraph:**

Summarises the topic and main points.

#### Procedure

**Purpose** – to achieve a goal through a series of steps

Expectations:

* Accurate and clear
* Writing complex instructions where they may need to make informed decisions and may include optional stages
* Texts may be accompanied by diagrams and labelled sketches

**PROCEDURE SCAFFOLD**

Word Bank Technical Terms

**Goal**:

State your aim.

Materials:

List them in order of their use.

Steps:

Detailed and in the correct order

Hints

Begin a **new line**

or each item

**Be precise** in your description of each item e.g. “6 green apples” not “apples”

Can be numbered eg 1, 2, 3 or use words like ‘now’, ‘next’, ‘after this’.

**Steps generally begin with a command** (verbs or action words) eg ‘fold’, ‘take’, ’cross’

Use technical terms .

#### Explanation

**Purpose** – to explain scientifically

Expectations:

* Students give accurate, researched, sequential and causal information with or without diagrams
* Use of connectives to show cause and effect
* Use Technical words appropriately

**EXPLANATION SCAFFOLD**

Topic Word Bank Title:

A *how* or *why* question.

Introduction:

A general statement introducing the subject.

Explanation Sequence:

Describe the actions in the order that they happen.

Hints

Pay attention to what the question is asking – *how* or *why?*

Use a clear **topic sentence**

Use **technical words** from word bank.

**Use words to show cause and effect** like ‘as a result of’, ‘consequently’, ‘causes’, ‘led to’, ‘therefore’, ‘because’ and ‘brought about’.

**Concluding Statement:** (optional)

A general summary about why or how something occurs.

#### Discussion

**Purpose** – the purpose of a “discussion” is to examine issues from more than one perspective, view or side. The purpose of an “exposition” is to state a position or one point of view.

Expectations:

* Students give a clear statement of the issues with background information
* Arguments with evidence
* Conclusion—summarises and restates main issues
* Researched and effectively organised
* Stating issue and indicating different perspectives
* Technical and persuasive language used effectively

**DISCUSSION SCAFFOLD**

Topic Word Bank Introduction:

Introduces the topic and background information.

List the arguments FOR and support with evidence:

Argument 1

*Evidence*

Argument 2

*Evidence*

List the arguments AGAINST and support with evidence:

Argument 1

*Evidence*

Argument 2

*Evidence*

Conclusion:

Sum up your arguments. Highlight the main reason **FOR** your view on the issue. Also acknowledge your main reasons **AGAINST**.

**Recommendation:** (optional)

Your recommendations on what should happen regarding the issue.

Hints

**Use topic sentences** to introduce paragraphs.

**Use linking words** like ‘firstly’, ‘secondly’, ‘in addition’ and ‘finally’.

**Linking words in this paragraph could be** ‘on the other hand’, ‘in addition’ and ‘however’.

**Use words like** ‘even though’, ‘although’, ‘nevertheless’, ‘therefore’ and ‘in conclusion’.

**Use words like** ‘therefore’, ‘it is necessary that’, ‘it is clear that’.

#### Description

**Purpose** – to describe a living, non-living or natural phenomenon.

Expectations:

* More detailed description of range of things
* Include technical language
* Include introduction and characteristic features
* Choose vocabulary carefully and be creative
* Text and illustration should relate

**DESCRIPTION SCAFFOLD**

**Topic Word Bank Introduction/Classification**: ( What is it?) **Hints**

**Characteristics**: (eg What does it look like?)

**Characteristics**: (eg What can it do?)

**Characteristics**: (eg What are its special features?)

Conclusion

|  |  |
| --- | --- |
| **Key Words** | **Definition** |
| Account | Account for; state reasons for; report on. Give an account of; narrate a series of events or transactions. |
| Analyse | Identify components and the relationship between them; draw out and relate implications. |
| Apply | Use, utilise, employ in a particular situation |
| Appreciate | Make a judgement about the value of |
| Assess | Make a judgment of value, quality, outcomes, results or size |
| Calculate | Ascertain/determine from given facts, figures or information |
| Clarify | Make clear or plain |
| Classify | Arrange or include in classes/categories |
| Compare | Show how things are similar or different |
| Construct | Make; build; put together items or arguments |
| Contrast | Show how things are different or opposite |
| Critically (analyse/ evaluate) | Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation) |
| Deduce | Draw conclusions |
| Define | State meaning and identify essential qualities |
| Demonstrate | Show by example |
| Describe | Provide characteristics and features |
| Discuss | Identify issues and provide points for and/or against |

|  |  |
| --- | --- |
| **Key Words** | **Definition** |
| Distinguish | Recognise or note/indicate as being distinct or different from; to note differences between |
| Evaluate | Make a judgement based on criteria; determine the value of |
| Examine | Inquire into |
| Explain | Relate cause and effect; make the relationships between things evident; provide why and/or how |
| Extract | Choose relevant and/or appropriate details |
| Extrapolate | Infer from what is known |
| Identify | Recognise and name |
| Interpret | Draw meaning from |
| Investigate | Plan, inquire into and draw conclusions about |
| Justify | Support an argument or conclusion |
| Outline | Sketch in general terms; indicate the main features of |
| Predict | Suggest what may happen based on available information |
| Propose | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action |
| Recall | Present remembered ideas, facts or experiences |
| Recommend | Provide reasons in favour |
| Recount | Retell a series of events |
| Summarise | Express, concisely, the relevant details |
| Synthesise | Putting together various elements to make a whole |

####  Plan of attack for answering Extended Response Question

* + 1. **Read** the question and **underline or highlight** the BOS Key Word and other relevant directional or content key terms. Break down terms and write what they mean above the question on the paper
		2. Decide on the **scaffold** you need to use—draw it
		3. Take 2 minutes to **plan your answer** -Jot down Big Ideas (main ideas), key quotes, relevant technical language, use a graphic organiser etc. to guide you
		4. Include your Big Ideas in an introduction, reframing the question or key phrases from the question as a statement. Your introduction will most likely be more than one sentence.
		5. Using your scaffold, write paragraphs on your Big Ideas. Expand these using the Big Idea and guides you in expanding the scope of your response.
		6. When you have completed the main body of your text, you need to create a strong conclusion, often with an opinion or recommendation. Always reread the question and use a few key terms or phrases from the question in your conclusion.
		7. Lastly, check your plan to see if you have included all you need and if necessary, insert a paragraph where required.

#### Scaffolds for Board of Studies Key Words

Note that these scaffolds only show the main body component. You also need to add an introduction and conclusion. For complete scaffolds, see your teacher.

**Analyse:** Identify the components and the relationship between them; draw out and relate the implications.

Characteristics of Component 1 Characteristics of Component 2



**Relationship between the components**

**Implications of that relationship**

**Assess:** Make a judgement of value, quality, outcomes, results or size

Points for … (advantages)

**Points against … (disadvantages)**

 

* *and* 

 

 

Judgement

**Compare:** Show how things are similar or different.

Objects being compared

**Similarities**

**Differences**

 

* and/or 

 

 

**Describe:** Provide characteristics and features.

Object being described

**Characteristics and features**















**Evaluate:** Make a judgement based on criteria.

Points for … (advantages)

**Points against … (disadvantages)**

 

* and/or 

 

 

Criteria/criterion

**Judgement**

**Justify:** Support an argument or conclusion.

Argument/point of view/conclusion

**Reasons for the argument/point of view/conclusion**









**Explain:** relate cause and effect; make the relationship between things evident; provide why and/or how.

Cause









Effect









Why and/or how?

**Discuss:** Identify issues and provide points for and/or against.

Issue identified

**Points for**

**Points against**

 

* + and/or 

 

 