Sample Generic Paragraph Writing Response Frames

This bank contains examples of generic paragraph writing response frames. They can be used as is, or they can be modified to be text specific. They can also be used to help structure oral responses in constructive conversations. In the first four units of *Benchmark Advance*, both generic and text-specific frames are provided in the Additional Materials at point of use with the Close Reading Lessons in Weeks 2 and 3. For unit 5, and beyond, choose from the bank below to help support and scaffold students' responses as needed.

Informational Text Response Frames	Generic Paragraph Writing Frames for Literature	
Description	Analyze Central Idea	Drawing Conclusions
Sequence (Chronology)	Analyze Two Texts on the Same Topic	Illustrations Supporting Text
Compare/Contrast	Analyze Visual Elements for Tone and Meaning	Inference
Cause/Effect	Author Claims	Inference About Author's Purpose Through Quotes
Problem/Solution	Author's Point of View and Purpose	Inferences About Characters
Text Features	Author's Use of Reasons and Evidence	Inference About Character's Point of View
Determine Word Meanings Using Context Clues	Changes in Point of View	Inference Based on Character's Response to Plot
Reading Across Texts Paragraph Frame	Character	Integrate Information from Multiple Sources
Opinion Paragraph Frame	Character Comparisons	Narrator's Point of View
	Character Development Across Chapters	Nonliteral Language
	Character Hero	Proverb
	Character Resemblance Comparison	Scenes: Rising Action and Resolution
	Character's Response to Plot	Scene Function in Plot
	Comparing the Use of Conflict to Develop Point of View Across Texts	Similes
	Comparing Reading and Listening to a Text	Story Structure
	Comparing Theme Across Texts	Title as Summary
	Details Developing Author's Ideas	Using Figurative Language
	Determine Word Meaning	Using Firsthand Information
	Determining Main Problem for Characters	Using Personification
	Draw on Information from Multiple Sources	Using Similes/Metaphors

Informational Text Response Frames

Description

_____ have many interesting features. First, they have _____, which allow them to _____ . Second, they have _____, which are _____ . Last they have _____, which _____ .

Sequence (Chronology)

The first step in making a _____ is to _____ . After that you must _____ . Third you need to _____ . Finally, you _____ .

Compare/Contrast

Both _____ and _____ are similar in many ways. They are similar because _____ . They are also similar because _____ . In some ways, though, _____ and _____ are different. They are different because _____ is _____ . So, _____ and _____ have both similarities and differences.

Cause/Effect

Because of _____, _____ happened. Therefore, _____ . This explains why
_____ .

Problem/Solution

The problem was that _____ . This problem happened because_____ .

The problem was finally solved when _____ .

Text Features

One text feature in this selection is _____. The

author included it to _____. It helped me better

understand the topic because _____ .

Determine Word Meanings Using Context Clues

In this text I see the word/phrase _____ .

I think it means _____ because

_____ . If I am unsure, I can look in the

dictionary for additional support or to confirm the meaning.

Reading Across Texts Paragraph Frame

_____ and _____ are different texts on the same topic.

The author of _____ included details such as _____ _____ .

This helped make the topic more meaningful to me because _____ _____ .

The author of _____ included details such as _____ _____ .

This helped make the topic more meaningful because _____ _____ .

I think the more useful text on the topic was _____ because ____ _____ .

Opinion Paragraph Frame

In discussions of _____, one controversial issue has been _____ _____ .

People who believe _____ claim that _____ .

On the other hand, those who believe _____ assert that _____ _____ .

My own view is _____ .

Sample Generic Paragraph Writing Frames for Literature

Analyze Central Idea

The central idea in _____ is _____

_____ . The details in the text help to support this idea. One important detail

is _____ .

Another important detail is _____

_____ .

This helps me better understand that _____

_____ .

Analyze Two Texts on the Same Topic

Both _____ and _____ are similar in many ways. In the text _____ , the

author's purpose is to _____ . I read that _____.

In the text _____ , the author's purpose is to _____. I read that

_____ . These two texts help me better understand that _____

_____ .

Analyze Visual Elements for Tone and Meaning

In the text _____, paragraphs _____ and the text

feature _____ give me information about the tone and meaning

of this selection.

In the text it says _____ .

In the text feature it shows _____ .

I can integrate information from both of these sources to better understand

that _____ .

Author Claims

The author makes the claim that _____ .

The author supports this claim with text evidence. The text says _____

_____ .

It also says _____

_____. The author supports that claim using factual information.

Author's Point of View and Purpose

The author uses the _____ voice. The author's purpose is

_____ . For example, the author states _____

_____ .

Author's Use of Reasons and Evidence

The author makes the claim that _____ .

The author supports this claim with text evidence. The text says _____

_____ .

It also says _____ .

The author supports that claim using factual information.

Changes in Point of View

This text is told from the _____ point of view. If the story was told from

the point of view of the character _____, the story would be different

because _____ .

Character

The narrator says the character _____ is _____.

I agree/disagree because I think the text evidence shows the character is

_____ because _____ .

In the text it says _____ .

In the text feature it shows _____ .

I can integrate information from both of these sources to better understand that

_____ .

Character Comparisons

The character of _____ in the texts _____ and

_____ has some similarities and differences. In the text

_____, the character _____ is _____ . In

the other text, this character is also _____ . The difference is

that in the first text the character is _____ and in the second text

the character is _____ . I think this is because the text says that

the character _____ in one story and _____ in the other.

It also says _____ .
The author supports that claim using factual information.

Character Development Across Chapters

As the story develops, I learn more about the character _____. In

chapter _____, I read that _____ . In

chapter _____, I read that _____

_____ .

This shows that the character is growing and changing because _____

_____ .

Character Hero

I think the character _____ is the hero of the story because _____ . The text says _____, which shows _____ _____ .

Character Resemblance Comparison

I think the character _____ most resembles the character _____ because _____ .

Character's Response to Plot

I agree/disagree with the character's response to _____ because _____ _____ .

Comparing the Use of Conflict to Develop Point of View Across Texts

The texts _____ and _____ both use conflict to develop the character's point of view. In _____, I read that _____ _____. In _____, I read that _____ _____ .

The conflict helps to develop the characters' point of view because _____ _____ .

Comparing Reading and Listening to a Text

When I first read the lines _____ I imagined that the character of _____ was _____ .When I listened to these lines being performed, I realized that the character was _____ . Reading a scene and listening to the dramatic performance of a text can either confirm what I know about a character or change how I understand that character and text.

Comparing Theme Across Texts

The texts _____ and _____ are both about the theme of _____ . In _____, I read that _____ _____ . In _____, I read that _____ _____ .

The point of view each author uses affects the approach to the theme because _____ .

Details Developing Author's Ideas

The author of _____ writes about _____ . One example is, _____. Another example is _____ . These details show that _____ _____ . This helped to develop the author's idea that _____ .

Determine Word Meaning

I think the word _____ means _____ because in the text it says _____ . I can also look at word parts. I see the parts _____ which mean _____ . These clues help me figure out the meaning of the word. I can check in a dictionary to confirm.

Determining Main Problem for Characters

The key events that have happened so far in this text are _____, _____, and _____ . The event that establishes the problem the characters will face is _____ . I think this because _____ _____ .

Draw on Information from Multiple Sources

In the text _____, paragraphs _____ and the text feature _____ give me information about _____ _____ .

In the text it says _____ _____ .

In the text feature it shows _____ . I can integrate information from both of these sources to better understand that _____ .

Drawing Conclusions

_____ is about _____ .

The author provides details such as _____ and

_____ . From this evidence I can

conclude_____ because _____

_____ .

Illustrations Supporting Text

In the story it says _____. The illustration shows

_____. This helps me understand that _____ .

The illustration supports the text and better helps me understand it.

Inference

The text _____ explains that _____ . The text _____ also explains that

_____ . From this information, I can infer that _____ .

Inference About Author's Purpose Through Quotes

The author of _____ says _____

and _____ . I can infer that the author's purpose is

_____ because _____ .

Inferences About Characters

I can use evidence, or details, from a text to draw an inference about a character when something isn't explicitly stated. In the text _____, I can infer that _____. The text evidence that supports my inference is _____ .

Inference About Character's Point of View

I can infer the point of view of the character _____ about _____ by looking for evidence in the text. I read that _____ _____.

I also read that _____ .

From these details I can infer _____ .

Inference Based on Character's Response to Plot

I can infer from the character's response to _____ that _____. I think this because I read _____ . I also know that _____ .

Integrate Information from Multiple Sources

The texts _____ and _____ give me information about _____ .

In the text _____ it says _____ .

In the text _____ it says _____ .

I can integrate information from both of these texts to _____ _____ .

Narrator's Point of View

The author uses _____ point view. This point of view affects how events are described because _____ . For example, _____ _____ .

I also read that _____ .

From these details I can infer _____ .

Nonliteral Language

The nonliteral language the character _____ uses in _____ includes _____ which means _____. It also includes _____ which means _____. This makes me think that _____. All these things cause me to like/dislike the character _____ because _____ .

Proverb

In the text _____, the proverb _____ means _____ .

The author uses this proverb to help the reader better understand _____ _____ .

Scenes: Rising Action and Resolution

Scene _____ is different from scene _____ in _____ because _____. In scene _____, the rising action leads to a _____ when

Scene Function in Plot

In this scene we read that_____ .

This scene represents the _____ in the plot. I know this because _____ .

Similes

A simile uses the words "like" or "as" to compare two different things. The simile in the paragraph is _____ . The author compares _____ to _____. It helps me understand _____ .

Story Structure

The rising action is the part of the story where conflict or tension builds. The climax is the emotional high point of the story. The falling action cleans up the loose ends, and the resolution is the end of the story. The part of the story structure represented in this section of the text is _____. I know this because _____ .

Title as Summary

The title of this story is _____. I think this is an appropriate title because _____ _____ .

There is a resolution when _____ .

Using Figurative Language

On page _____, paragraph _____ the author uses figurative language. I read _____ . The author is using this language because _____ . This helps me understand _____ _____ .

Using Firsthand Information

In the text _____, the author provides firsthand information about _____ . For example, in paragraph _____ the author says _____ . In paragraph _____ the author says __ _____ . These firsthand experiences help me better understand _____ .

Using Personification

On page _____, paragraph _____ I see the phrase

_____, which is an example of personification. The

author is comparing _____ to _____ because

_____ . This helps me understand _____

_____ .

Using Similes/Metaphors

On page _____, paragraph _____ I see the simile/metaphor

_____ . The author is comparing _____

and _____ because _____ .

This helps me understand _____ .