Designing Content Integrated Language Objectives for ELD

while Scaffolding Academic Language using Sentence Frames

Experience Shapes!

A Language Experience Simulation

Objectives

Content Objective:
I can define "sentence frame" and persuade others of the benefits of sentence frames for all students.

Language Objective:
I can create a lesson language objective incorporating one or two sentences frames to use in my classroom including the expression, "using/selecting from the sentence frames: ___ ", after sorting examples, discussing how to use sentence frames, and practicing writing frames.

What are Sentence Frames?

A sentence frame is a structure for speaking and writing. This visual resource can be used to support students in using academic language.

Why use a Sentence Frame? It ...

- provides a model.
- focuses the speaker or writer.
- can be differentiated from simple to complex sentence structure.
- forms a mental map that will assist writers in becoming more proficient in their writing.
- gives reluctant speakers and writers the ability to be successful.

Sentence frames are gradual release friendly

- **(I do)**

Sentences modeled

- **(We do)**

Practiced with the teacher

- **(You do)**

Practiced during independent time

Sentence Frame or Sentence Starter

Sentence Frame

- Teaches specific language patterns
- Provides the sentence structure needed to communicate about topics

Sentence Starter/Stem

- Elicits student thinking
- Provides little structure for a response
- Leaves it to students to figure out how to construct sentences

Sentence Starters or Frames? <u>Resource</u>

Tap into prior knowledge -
    I understand that ....
    I already know that...
Work through a problem -
    It would be easier if....; First, I...
After reading -
    The main points were…
    I read that...
Responding to a peer discussion
    My partner pointed out …
    I agree because...
Re-enforcing academic language
    The text structure is ....
    I use the denominator of ...

<u>Language of Informing -</u>
    The advantages of _____ outweigh the disadvantages of _____ insofar as...

The statistics are misleading because they do/not show…

    These [facts/reasons/data] strongly suggest that...

Yet some argue strongly that....
_____ and _____ both have_____;
however, they are different because_____.

Sentence Stems

This technique gives students the opportunity to respond in the form of a complete sentence to effectively communicate.

Sentence stems provide scaffolding to help students *get started* in speaking or writing without the added pressure of thinking about how to correctly formulate a response.

How to use
1. Create
2. Model
3. Practice
4. Review

When to use: Use Sentence Stems at any point in the lesson to structure meaningful conversation.

Sentence Frames - ScaffoldingToolbox

One-Sentence Comparison–Contrast Frames:
_____ and _____ are alike because they both _____. _____ and _____ are different because _____. Some _____ _____, but others _____.

Additional Comparison–Contrast Frames:

While some _____ _____, others _____. (While some storms start over land, others start over water.) Both _____ are _____, but _____ _____. On one hand, _____ _____, but sometimes _____. We know this because on page ___ it says ____ and on page _____ it says _____.

A One-Sentence Problem–Solution Frame
_____(Somebody) wanted _____, but _____, so _____. * (Little Red Hen wanted to bake bread, but no one would help her, so she did it herself.) (Used with a character in a book.) The problem is _____ and one answer is _____. (Used with nonfiction text, topics, and issues.)

Additional Problem–Solution Sentence Frames:
The problem described in this text is _____. The author suggests on page _____ that one solution might be _____. If _____, then _____. Although _____, the problem could be solved by _____.

Using Sentence Frames to Jumpstart Writing Video

Using Sentence Frames to Jumpstart Writing
Grades 3-5 / ELA / ELL

Save to My Workspace

Like 343

I think Lewis and Clark were _____ because _____.

Where to start?
Answer the essential question

What do I want my students to be able to say or write about _____ , and how do I want them to say it.

The Basic Steps:

1. Begin with the end goal in mind.
2. Determine the critical vocabulary needed from Tier One and Tier Two levels of academic language.
3. While writing the sentence frames keep in the mind the target language that you will be replacing with blanks.

Taking your frames to the next level

Characters in a Story & Historical Characters

Key Question:

How would you describe _____ ?

Harry Potter

_____ is _____ .

_____ represents _____ .

_____ can be described as _____ because _____.

_____ can be characterized by several features, such as: _____ , _____ , and _____ .
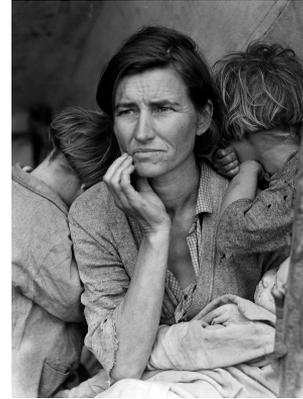
Harry Potter is….

Social & Historical Topics

The Great Depression

Key Question:

How would you describe _____ ?

    _____ was _____ .

    _____ was a time when _____ because _____.

    _____ was characterized by several features, such as: _____ , _____, and _____ .

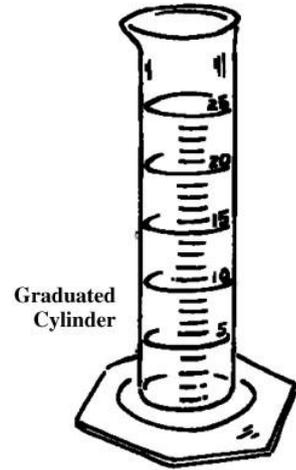# Describing Math & Science Tools

Key Question:

–What is _____ and how is it used?

      _____ is _____ . It is used to measure _____ .

      _____ is a tool used to measure _____ . It is important in science/math because

      _____ .

      _____ , a tool to measure _____ , is important in science/math for the following

      reasons. It _____....

Graduated
Cylinder

Language of Solving Mathematical Equations

Variables

An unknown value, unknown values

A variable is _____ .

Variables are used to represent _____ .

Variables represent _____ .

The variable in this equation is _____ .

To solve for the variable X: first you…..

Practice using these frames to talk about the equations:

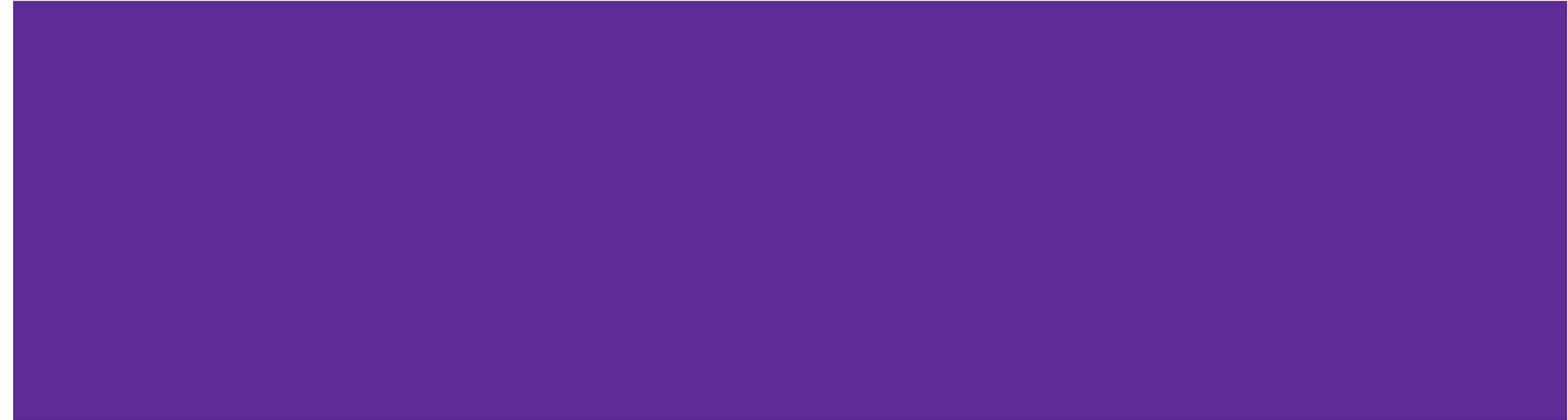Subtract/add _____ from both sides of the equation.

Multiply/divide _____ to isolate the variable _____ .

_____ equals _____ .

$3x + 5 = 20$

$x/4 - 3 =$

Gallery of Frames

Example of the Writing Process of Sentence Frames

Language Level	2	3	4
Expected Outcomes	Simple Sentences	Comparative Sentences	Complex Comparative Sentences
Sentence frame with vocabulary underlined	Oranges are sweet. Lemons are sour.	Oranges and lemons are both fruit, but oranges are sweet, and lemons are sour.	The main difference between oranges and lemons is oranges are sweet, while lemons are sour.
Sentence frame with vocabulary removed.	_____ are _____ .	_____ and _____ are both _____, but _____ are _____, and _____ are _____.	The main difference between _____ and _____ is _____ are _____, while _____ are _____.

Example taken from: Donnelly, W.B. & Roe, C.J. (2010). Using sentence frames to develop academic vocabulary for English learners. The Reading Teacher, 64(2), pp.134.

Examples of leveled academic sentence frames for compare and contrast

Level 1 Entering: Sorts labeled picture cards into piles of same and different and teacher writes sentences.

Level 2 Beginning: _____and _____ are the same. _____ and _____are different.

Level 3 Developing: _____ and _____ both have_____; however, they are different because_____.

Level 4: Expanding: Although_____and _____both_____. _____(is has)(more less)_____.

Level 5: Bridging: Despite having _____in common, _____is different from _____because_____.

Now it's your turn!

Write your own leveled sentence frames:

Possible Literature and Historical Characters or Topics

Frog or Toad (from Lobel)

Goldilocks

Emperor Qin

Spartan Women

César Chávez or Larry Itliong
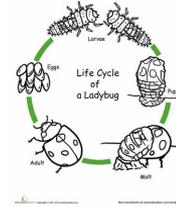
The Industrial Revolution

The Civil Rights Movement

Possible Math and Science Topics

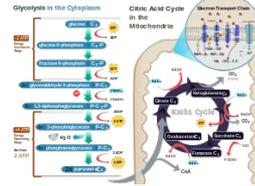Counting On or Counting Up

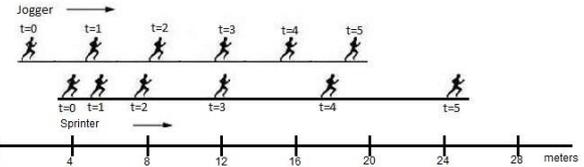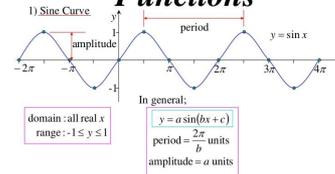Push and Pull (Force and Motion)

Animal Life Cycles

Linear Equations

Cellular Respiration

Motion Maps (physics)

Graphing Trig Functions

Ways Explore

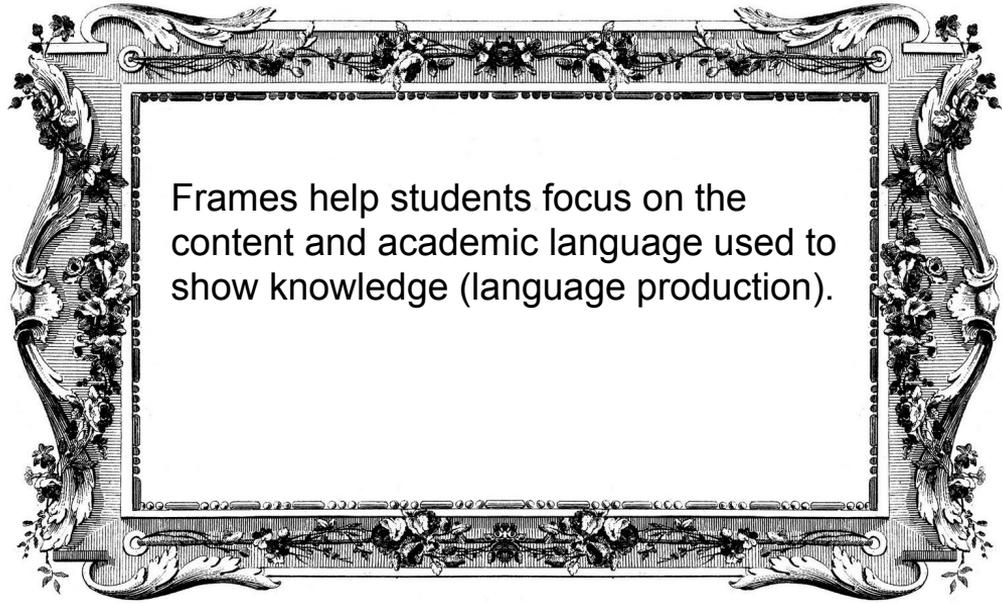Sentence Stems

Stems organized by Functions

Paragraph Frames

Bilingual Frames

Frames help students focus on the content and academic language used to show knowledge (language production).

Frames are not meant to limit students; they are to help them expand their academic repertoire.

Remember to level up (treat all students like they are gifted)...

Be empowered to write your own (backwards design/specific to your lesson)....

"Plans are nothing: Planning is everything"

Dwight D. Eisenhower

Language Objective:

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"Using Sentence Frames to Jumpstart Writing - Teaching Channel." 2012. 20 Nov. 2016
<https://www.teachingchannel.org/videos/jumpstart-student-writing>

Resources:

https://sites.google.com/a/hcs.k12.nc.us/haley-s-esl-haven/resources-for-teachers/sentence-frames

http://pepnonprofit.org/uploads/2/7/7/2/2772238/pep_language_lines_sentence_frames.pdf

https://www.saddlespace.org/ServicesforEnglishLearners/englishhome/cms_page/view/4451990

www.uen.org/literacyresources/downloads/Paragraph-**Frames**-Archer.doc

http://www.readwritethink.org/files/resources/interactives/flipbook/

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