Frames for Fluency

Targeted Language Support to Build Fluency and Accuracy

Ballard & Tighe

Language Functions

Newcomer/Beginner: Describing Appearances

Intermediate/Advanced: Expressing preferences and opinions

Theme: Seasons, Celebrations

ELA CCSS: W.CCR.1, 2, 4; SL.CCR.1-2, 4

Build Schema

Show students the picture and ask them questions such as:

- What event/celebration is this? How do you know?

- What are the kids wearing? Name all the characters you see.

- Do you dress up for Halloween? Tell me about the costumes you have worn.

- Why did you choose that costume?

Suggested Vocabulary

Newcomer/Beginner	Intermediate/Advanced
season	celebration
fall/autumn	pretend
celebrate	disguise
Halloween	trick-or-treat
costume	go door to door
dress up	choose
candy	haunted
scary	skeleton
funny	
pumpkin	

Newcomer/Beginner: Describing Appearances

Build Language

(*point*) What is the boy/girl wearing?

The ___ is wearing a ___ costume.

He/She is a ___.

Introduce the question and answer frames to students and then guide them to use adjectives to describe each costume. They should talk about size, shape, color, and any other qualities. Create an anchor chart to record students' responses. Ask students to choose a costume and explain why.

I want to be a ___ because ___.

Costume	Description
astronaut	
turkey	
pumpkin	

Speak-to-Write: Choose and describe a costume

Ask students to choose a costume they would like to dress up in and then write short sentences about the costume. Model writing sample sentences as a class. For example: *I want to be a pumpkin. A pumpkin is round and orange. I like this costume because it will make people laugh.* Have students present their sentences to the class.

Writing Frames

I want to be a ___.

A ___ is ___ and ___.

I like this costume because ___.

Build Language

Would you rather be ___ or ___?

I would rather ___ than ___ because ___.

Introduce the question and answer frames to students by asking: **Would you rather be an astronaut or a clown for Halloween?** Explain that the phrase "would rather" is used when you prefer (or like) one thing instead of another. Create an anchor chart to help students give reasons for their choices.

Costume	Reasons for	Reasons against
astronaut		
turkey		
pumpkin		

Speak-to-Write: Express your opinion

Model writing a sample paragraph as a class. Then have students work on their paragraphs on their own expressing their preference and opinions. Provide them with the writing frames as scaffolds as needed. Have students present their stories to the class.

Writing Frames
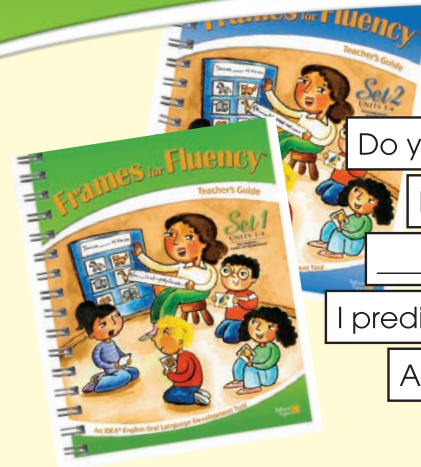
I would rather ___ than ___.

Some reasons are …

I think ___ is better than ___ because ___.

For example, when I ___.

I don't think ___ is a good idea because ___.

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Do you like _____?

I like _____ because _____.

_____ needs a/an _____ to _____.

I predicted _____.

At the beginning of the story, _____.

Frames for Fluency is a flexible and easy-to-use tool designed to increase the oral fluency of English learners.

Benefits of Frames for Fluency

- Reduces teacher preparation time in searching for and developing the appropriate patterns for practice.

- Provides the scaffolding students need to reach higher levels of fluency than they might reach without focused support.

- Simple, easy, and fun to incorporate for daily use. The use of the same practice routine and consistent format allows the teacher to quickly prepare the lesson.

- More than 500 sentence frames supported by clear examples as a model for the teacher and for the students.

www.framesforfluency.com

Suitable for newcomers in middle and high school to develop oral language skills.

Schedule a Demo

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