



Grades K-5

Grades 6-12
Newcomers

Frames for Fluency

*Supplemental Oral Language
Development Tool*

Text Work

Text Work Preview

Frames for Fluency

*Supplemental Oral Language
Development Tool*

Frames for Fluency is designed to increase oral fluency of English learners. The more than 550 ready-made sentence frames provide English learners with targeted scaffolds to achieve grammatical accuracy and oral fluency. *Frames for Fluency* supports oral and written language practice in a meaningful and authentic context through the use of thematic vocabulary.

Take a look at this preview of how *Frames for Fluency* supports reading comprehension and writing with ready-to-use sentence frames, lessons and theme pictures that drive language production and reception.

This preview is only a small sampling of the chapter. To access the full chapter with all the lessons and activities, visit www.ballard-tighe.com/ell/pilotseries.

Enjoy the preview, and **please reach out** with any questions or if you'd like a closer look at ***Frames for Fluency*** or our comprehensive English language development programs.

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Literature Connection

Preview: Predicting

- Use the literature book suggested in the chapter or alternatively, select a literature book related to the chapter theme, depending on the age, maturity, and language abilities of students.
- To introduce the literature book, ask students to point to the cover of the book and to read the title and the author and illustrator. Relate to students as much information about the author/illustrator as appropriate given their age, maturity, and language abilities.
- Show the pictures in the book. Using the target literature connection frames, ask students to predict what they think the book will be about. Ask them to think about where the story will take place, when it happened, and if they think they will like the story. Write the title of the book on the board, as well as some of the students' predictions.

Function

Predicting

Form

Future tense verbs

Target Frames

- | | |
|---|-----------|
| I think this book will be about _____. | Set 1/LC1 |
| I think the story will take place in _____. | Set 1/LC2 |
| I think the story will happen _____. | Set 1/LC3 |
| I think I will/will not like the story because _____. | Set 1/LC4 |

Read: Comprehension Check

- Read the story aloud again, but this time stop to ask comprehension questions.
- Hold up the chapter PICTURE CARDS or WORD CARDS and ask students if the words/pictures are in the book. Have students find the target vocabulary words/pictures in the literature book and read the sentence in which each word is used.

Who, What, When, Where, and Why

-  Using the target literature connection frames, ask students to create *who*, *what*, *when*, *where*, and *why* questions based on the book you read. Then have students answer the questions they created.

Function

Asking and answering questions

Target Frames

Who _____?

What _____?

When _____?

Where _____?

Why _____?

Form

Verbs and verb phrases in questions

Set 1/LC5

Set 1/LC6

Set 1/LC7

Set 1/LC8

Set 1/LC9

Sequencing Events in a Story

If the literature book covers a sequence of events, ask students:

-  What happened first?
-  What happened second?
-  What happened third?
-  Then what happened?
-  What happened next?
-  What happened finally?

Have student pairs practice telling each other the sequence of events using the target frame signal words as a guide. As an extension, have students write a paragraph retelling the sequence of events.

Function

Sequencing events

Target Frames

First, _____.

Second, _____.

Third, _____.

Then, _____.

Next, _____.

Finally, _____.

Form

Signal words showing chronological order

Set 1/LC10

Set 1/LC11

Set 1/LC12

Set 1/LC13

Set 1/LC14

Set 1/LC15

Character Study/Setting

If the literature book includes interesting character and setting details, tell students: **The characters are the people in a story. The setting includes the time and place of a story. Let's talk about the people and place in this story.** Have students describe the characters and setting in the story using the target frames.

Function

Describing characters and setting

Form

Nouns, adjectives

Target Frames

One detail about the character is _____.

Set 1/LC16

One detail about the setting of the story is _____.

Set 1/LC17