Frames for Fluency™

Sampler

There are ____ at the zoo.

A/an ____ is not a good pet because ____.
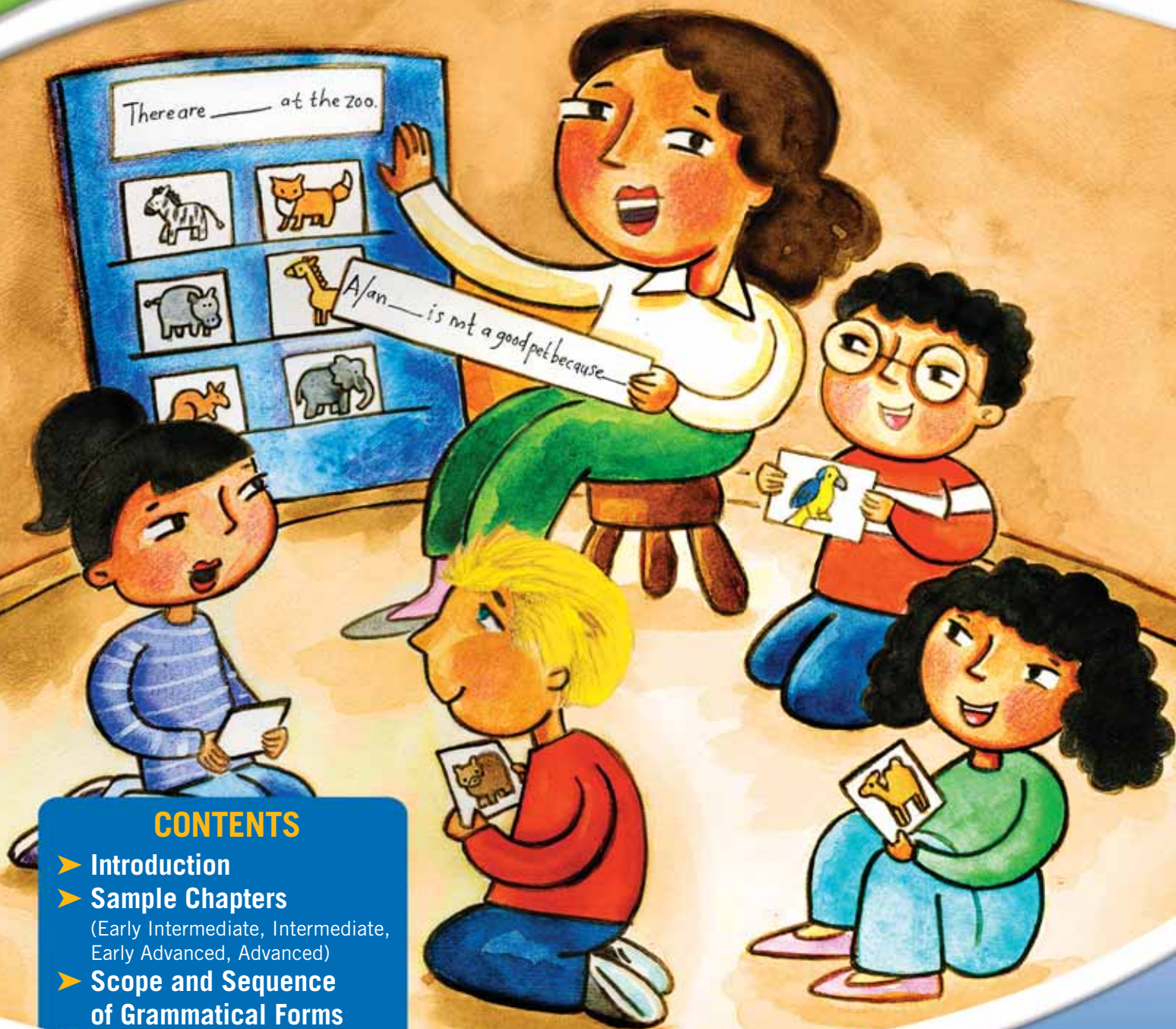
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➤ **Introduction**
➤ **Sample Chapters**
  (Early Intermediate, Intermediate, Early Advanced, Advanced)
➤ **Scope and Sequence of Grammatical Forms**

An IDEA® English Oral Language Development Tool

Ballard & Tighe

www.framesforfluency.com

Scope and Sequence of Grammatical Forms in Frames for Fluency

Grammar Form* *Bullets denote the introduction and/or focus of a grammatical form in a lesson. Once initially introduced, these forms are embedded throughout Frames for Fluency thereafter.*	Set 1		Set 2		
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Nouns—Plural	•	•	•		
Nouns—Irregular plural		•			
Nouns—Countable and uncountable		•			
Nouns—Possessive		•	•		
Verbs—Present tense	•	•			
Verbs—Past tense			•	•	•
Verbs—Present progressive	•	•			
Verbs—Imperative	•	•			
Verbs—Past progressive		•			
Verbs—Future progressive		•			
Verbs—Future tense		•	•		•
Verbs—Perfect tense			•	•	•
Verbs—Passive and active voice					•
Verbs—Phrasal				•	
Verbs—Gerunds				•	
Verbs—Conditional				•	•
Adjectives—Simple	•				
Adjectives—Comparatives and superlatives		•	•	•	
Adjectives—Multiple			•		
Adjectives—Clauses					•
Adverbs			•		•
Articles	•				
Conjunctions	•	•	•	•	•
Prepositions	•	•	•	•	
Prepositions—Specialized prepositions and prepositional phrases		•	•		
Pronouns—Subject	•				
Pronouns—Object			•		
Pronouns—Possessive	•	•	•		
Pronouns—Demonstrative			•		
Pronouns—Indefinite, reciprocal, reflexive, relative				•	•
"Can/May" questions		•			
Comparative structures			•		
Compound and complex sentences			•	•	
Contractions		•	•		
Modals and modal auxiliaries	•		•	•	•
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"Wh" and "how many/much" questions			•		

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About the Author

Dr. Connie Casagranda Williams, Ed.D.

Dr. Connie Casagranda Williams holds a bachelor's degree in education and Spanish (1965), a master of arts degree in multicultural education (1977), and a master of science degree in public school administration (1981) from San Jose State University and California State University, Hayward. She earned her Ed.D. in second language acquisition from the University of San Francisco in 1989.

Dr. Williams currently conducts professional development seminars across the country on a range of issues related to English learners (EL), including English language development (ELD), specially designed academic instruction in English (SDAIE)/sheltered English, and bilingual education. She has been an instructor of EL-related certificate programs in the state of California (CLAD and BCLAD), as well as a professor of university courses designed for future teachers of ELs. Additionally, Dr. Williams has authored and co-authored instructional and assessment materials for teachers, paraprofessionals, and parents of ELs, including *Action Sequence Stories, Quick Informal Assessment* (QIA), Pre-IPT in English and Spanish, *Go English 2!,* and *Go Spanish 2!* She has written numerous articles that reflect her research in the disciplines of second language instruction, linguistics, and grammar. Dr. Williams is also a leader of the Teacher Writing Center, designed to advance writing and grammar instruction among ELs.

This sampler contains extracts from the *Frames for Fluency Teacher's Guide* as well as actual sample lessons to provide an overview of the program.

Frames for Fluency is a flexible and easy-to-use tool designed to increase the oral fluency of English learners (EL). Through meaningful and authentic oral practice, English learners will develop the automaticity they need to succeed academically in content area classes. *Frames for Fluency* is an excellent supplement to any core English language development (ELD) or English as a second language (ESL) curriculum, and is ideal for summer school, after school, intervention and bilingual programs, and other ELD/ESL settings. As a companion to Ballard & Tighe's *Carousel of IDEAS*, Fourth Edition, *Frames for Fluency* provides reinforcement of the vocabulary and language forms and functions taught in the *Carousel* program. Although this supplemental tool is aligned to the language forms and functions delineated in *Carousel*, most core programs today center instruction around proficiency levels with similar proficiency level expectations.

Pedagogical Underpinnings

Educational research and practice support explicit language instruction as a key focus of any basic or core ELD/ESL curriculum, as well as the need for increased oral language rehearsal to form the academic language critical for literacy development and school success. Educational practice concurs that any kind of language practice must be meaningful, engaging, and purposeful, rather than the "drill and kill" of past methodologies. The pedagogical underpinnings of *Frames for Fluency* are twofold: explicit instruction of language forms and functions and oral language practice as a bridge to academic success.

Frames for Fluency supports the need for explicit instruction of language for English learners in the classroom. The practicing of language forms and functions provides the foundation English learners need to develop fluency and automaticity for eventual academic success.

Reasons why oral language practice should be emphasized in the ELD/ESL classroom:

❶ Students Must Do the Majority of the Talking

In subject matter classrooms, the evidence reveals that teachers do the majority of talking. In the ELD/ESL environment, this situation must be reversed. The teacher models the language, but the students must practice speaking and using this language. Increasing the opportunities for student talk and decreasing teacher talk in ELD/ESL learning contexts helps students learn the language.

❷ Practice Makes Perfect

English learners need multiple opportunities for oral language rehearsal, affirming the adage, "Practice makes perfect." Students' oral language will not improve if they do not have the opportunity to use it in a variety of ways and in many different contexts.

❸ Students Need to Take Responsibility for Their Learning

Students must take responsibility for language learning just as they are responsible for their own learning in general. Ownership of language is a result of hard work and effort on the students' part. They should be motivated and encouraged to own their new second language on an oral level as well as on a written level.

❹ Oracy Is the Bridge to Literacy

Students will not write what they cannot say. Oral language helps to form the foundation of literacy and serves as the strongest indicator of students' ability to express themselves in written form. Oracy, beyond just everyday social language, reflects the ability to use language orally for academic purposes.

❺ Students Must be Active Participants

A student cannot learn a language without actively using it. Active engagement is critical in the second language learning environment. Strategies that generate students' oral language will develop comprehensible output by English learners.

❻ Comprehensible Output Is as Important as Input

Output is as important as input. Usually the emphasis is on the precept of "Listen and learn"; however, in reality, it is also critical to acknowledge the concept of **"Talk and learn more."** In other words, two people involved in the act of listening and speaking while negotiating meaning will learn more than one person speaking and the other listening. Such verbal exchanges will lead to more language, deeper understanding, and greater capacity to think and talk more fluently and "with automaticity."

Students do not truly learn a new language in a vacuum or through its written form alone. Balanced language skills are learned best when students have frequent opportunities to engage in all four modes of communication: listening, speaking, reading, and writing.

(Based on the research done by Dr. Connie Casagranda Williams)

Benefits of *Frames for Fluency*

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

- 🍃 **Systematically and sequentially provides practice for the key grammatical forms that are embedded in the key functions of language. (see inside front cover for a list of all the grammatical forms covered)**

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

- 🍃 **Efficient use of oral language in ELD/ESL classes.**

- 🍃 **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.**

Frames for Fluency is organized into two sets. The eight units are organized by language level rather than by grade level.

Set 1 – for students at the beginning to early intermediate proficiency

Set 2 – for students at the intermediate to advanced proficiency
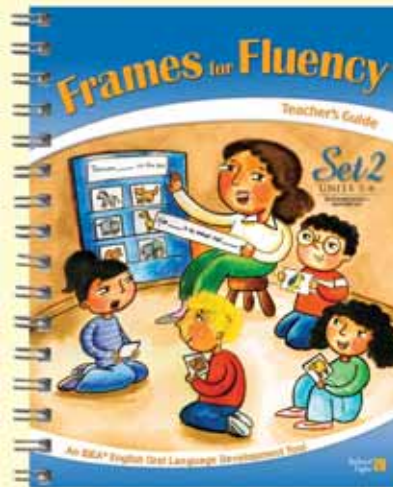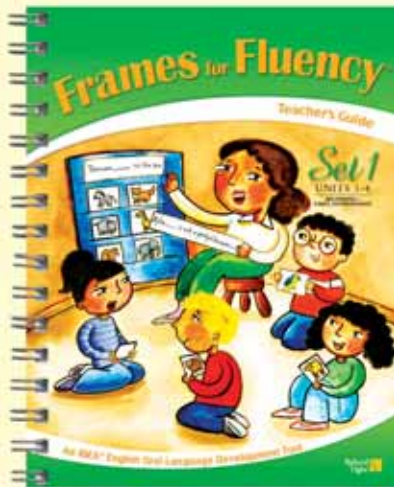
The **Teacher's Guide*** identifies the language forms and functions that English learners need practice in order to develop oral fluency. This orchestrating component provides instructions on how and when to use the theme pictures and picture cards, as well as provides suggestions for extension activities.

Each set has a box of more than 250 ready-made **sentence frames*** that identify the key language structures for students to practice. Actual size of the strips is 3"x 23".

U3F26

I feel _____ because _____.

U4F11

What is the _____ doing?

U5F5

_____ and _____ are used for _____.

*For *Carousel* users: The teacher's guide and box of sentence frames are the only components needed for *Carousel of IDEAS,* 4th Edition program users.

Picture & Word Cards introduce and reinforce the target vocabulary for the chapter.

snail

coyote

ostrich

dinosaur

ladybug

leopard

lizard

raccoon

mosquito

porcupine

grasshopper

caterpillar

(Pocket chart available separately.)

soldier

astronaut

Theme Picture #2: A Classroom Scene
Beginning English Language Learners
Unit 1, Chapter 2: My School

Target Vocabulary: book, chair, chalk, clock, crayons, desk, door, eraser, flag, paper, pencil, room, table, window

Beginning English Language Learners
Unit 2, Chapter 2: School Days

Target Vocabulary: board, bulletin board, CD player/tape player, glue/paste, page, ruler, scissors, wastebasket

LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

Early Intermediate: Focus on students' ability to speak in short, simple sentences. Have them describe the picture. Ask questions: **What is happening in this classroom? What is the teacher doing? What are the girls at the table doing? What subject do you think they are studying?** Have students write a sentence describing what is happening in the picture. Have students read their sentences to a partner.

Intermediate: Students are starting to speak in complex sentences and they are able to form opinions when prompted. Ask questions: **Do you think the students are enjoying class? Why or why not? What do you think they are learning? Do you enjoy class? What do you like best about school?** Have students write a paragraph in response to one of these questions. Have students read their paragraph to a partner.

Early Advanced: Students are speaking in complex and compound sentences, and should be able to analyze and debate a position. Tell students: **Pretend you are one of the students in this class. Which student are you? What are you thinking? What are you going to do next?** Have students write a paragraph describing one of the students in the picture. Encourage them to use their imaginations and be creative. Have students read their paragraphs to a partner.

Advanced: Students are able to listen, speak, read, and write proficiently in English. Focus on their ability to predict, persuade, and debate. Ask questions: **What do you think the teacher is saying to the student? Why do you think some students have books and others have crayons, pencils, or scissors?** Organize students into small groups and have each group write a reader's theater using characters from this picture. Characters should explain what they are doing. Have groups perform the reader's theaters in front of the class.

Theme Pictures bring target vocabulary alive and provide an authentic context for oral interaction. The reverse side of each theme picture provides teaching tips, additional activities, as well as differentiated instruction for different language levels. Theme pictures are also provided on transparencies and CD-ROM format.

Frames for Fluency reflects current research-based second language practices that embrace the notion of the "gradual release of responsibility." This approach suggests that the teacher first models what students will eventually be able to do independently. The use of the same practice routine and consistent format allows the teacher to quickly prepare for a frame lesson. The teacher's guide provides step-by-step directions and examples to engage students in meaningful oral practice.

FF #4

Materials: TP #7   *Carousel* TG p. 241

Function
Describing qualities

Form
Nouns, adjectives

Target Frames
The _____ is _____.   U2F35
The _____ are _____.   U2F36

Examples
Have students describe the animals in TP #7 using target adjectives *soft, slippery, colorful, furry,* and *cute.*
The kitten is cute.
The rabbits are soft.

A practice routine typically follows this format:
I DO IT: Introduce and Model the Frame
WE DO IT: Guided Practice
YOU DO IT: Independent Practice

When students have a proper understanding of the language structure expected of them provided by an example, practicing of the patterns leads to immediate student success.

Frames for Fluency is a flexible tool that can be used in many different ways to augment any ELD/ESL curriculum that centers instruction around proficiency levels or used in conjunction with the *Carousel of IDEAS* program. As a *Carousel* user, *Frames for Fluency* provides a meaningful and authentic setting to extend, reinforce, and apply the target vocabulary and language forms and functions students are learning in the *Carousel* lesson.

Introduce Target Vocabulary

To maximize the effectiveness of these frames, establish the meaning of the target vocabulary and themes in a meaningful context.

FF #4

Materials: TP #7

Carousel TG p. 241

Function
Describing qualities

Form
Nouns, adjectives

Target Frames
The _____ is _____.   U2F35
The _____ are _____.   U2F36

Examples
Have students describe the animals in TP #7 using target adjectives *soft, slippery, colorful, furry,* and *cute.*
The kitten is cute.
The rabbits are soft.

As a guide to *Carousel of IDEAS* users, each frame practice includes the *Carousel Teacher's Guide* page number where the language form and function is first taught in the *Carousel* chapter. After students have been taught that lesson, engage students in a practice of that frame.

When to Use Frames

At the beginning of a lesson, use the frames to:
- informally assess student proficiency with regard to grammatical forms in order to guide instruction.
- establish a function-form link to the previous lesson/chapter.

During the lesson, use the frames to:
- introduce a specific form in relationship to a function of language.
- give students additional practice and reinforcement on a specific form used with a specific function.
- embellish on a function and form using different vocabulary.
- take advantage of "teachable moments" that arise.

At the end of a lesson, use the frames to:
- informally assess student proficiency with regard to a grammatical form in order to discern mastery of the form, which will guide subsequent instruction.
- give students an opportunity to reinforce their new learning.
- give students extended practice after reviewing the objectives at the end of each lesson.

At the end of a chapter/unit, use the frames to:
- review the grammatical forms and functions learned in that chapter/unit.
- informally assess students at a particular proficiency level.

TP The reverse sides of the **theme pictures** provide **differentiated instruction** for further language development as well as **reading and writing** activities using the target vocabulary and concepts.

Extension

TP **Reading & Writing**
Creative IDEAS: Book 3 pages 34-46
Creative Beats: Uncle Tito's Farm
(Track 14)

Literature Connection
Appendix A

Big Red Barn

Creative IDEAS activities are aligned to the themes and target vocabulary of each chapter. After practicing the frames in the chapter, students can practice what they learned by completing the corresponding exercises that **reinforce and supplement** the concepts introduced in the chapter.

Creative Beats chants give students practice with the target vocabulary and grammatical forms in **a fun, engaging, and stress-free environment**. Chants are set to music, exposing students to the rhythms of natural speech.

Content Area Connections

Where applicable, the frames can be used in the context of content area topics with more complex academic vocabulary.

U4F56

Animals need food and water because _____.

U8F13

Why do people celebrate _____?

Literature Connection

The *Carousel of IDEAS* literature collection includes many **award-winning titles** that are an excellent resource to **develop literacy skills**. These books of various genres have been chosen to complement the themes in *Frames for Fluency*.

At the conclusion of a chapter, these books can be used together with the generic literature lesson plan, located in the appendix of the Teacher's Guide, to build students' literacy and critical thinking skills. These activities encourage students to make connections between what they have learned and the literature book. The generic literature lesson and target frames guide classroom discussion of the book.

Set 1/LC1
I think this book will be about _____.

Set 2/LC19
One detail about the character is _____.

Set 2/LC24
The main idea of the story is _____.

These literature frames are ideal supplements in mainstream language arts, social studies, and reading classes.
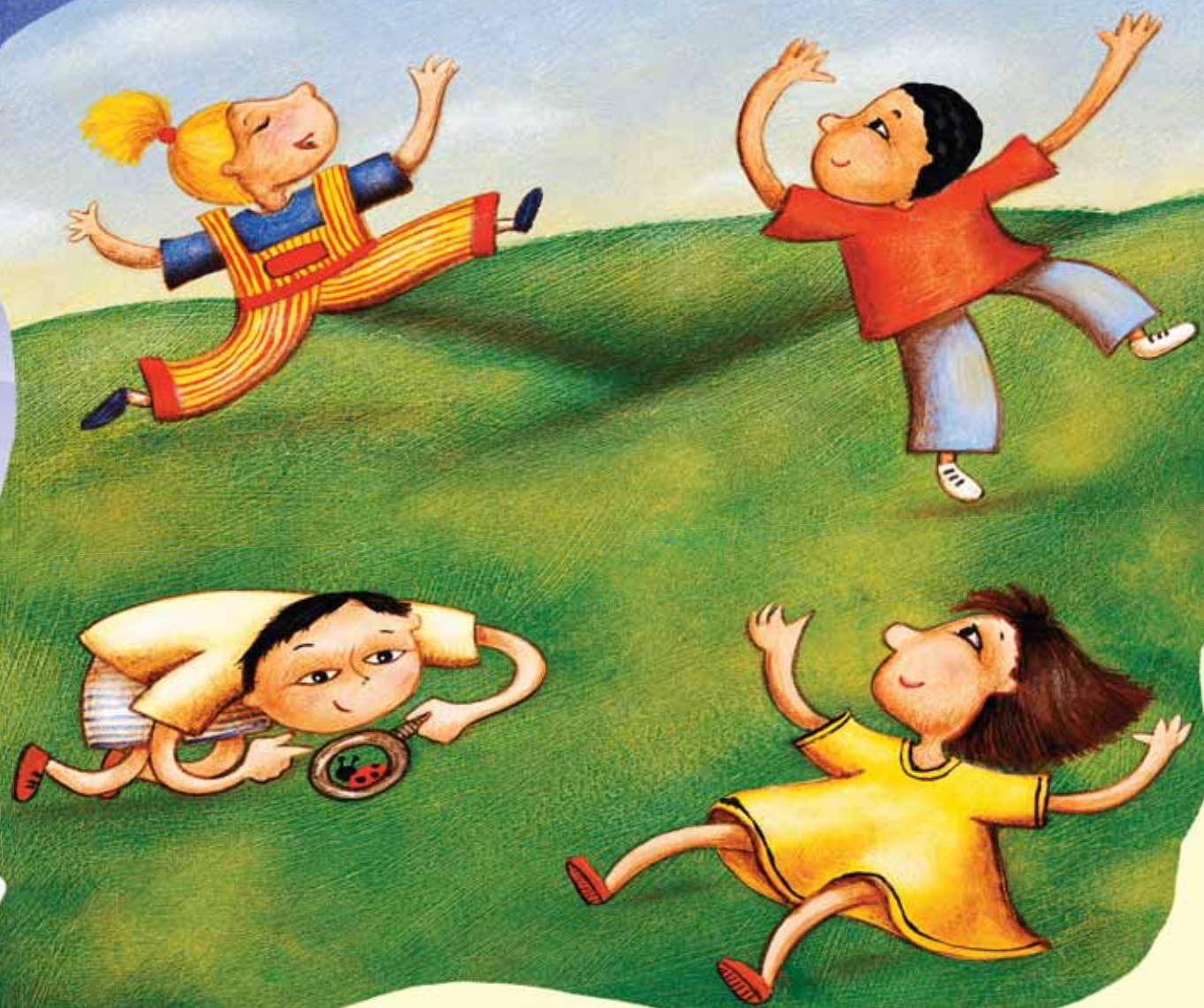
Sample Chapters

- Early Intermediate Proficiency Sample Chapter
- Intermediate Proficiency Sample Chapter
- Early Advanced Proficiency Sample Chapter
- Advanced Proficiency Sample Chapter

Unit **4** Our Great Big, Busy World
Chapter 4: Animals from All Over

Target Vocabulary

Nouns: bear, snake, hippopotamus, fox, zebra, camel, parrot, giraffe, elephant, kangaroo, penguin, deer, gorilla, alligator, lion, tiger, wolf
Prepositions: near, far, alongside, toward
Other: because

INTRODUCE
TARGET VOCABULARY
(see pages 14-15)

FF #1

Materials: P&W Cards   *Carousel* TG pp. 591, 595

Function
Naming things

Form
Nouns, regular plurals with –s and –es, irregular plurals

Target Frames
There is a/an _____ at the zoo.   U4F45
There are _____ at the zoo.   U4F46

Examples
Give each student a picture card and ask them to pretend that they are at the zoo. Have students make statements such as:
There is a wolf at the zoo.

Now imagine there is more than one.
There are three wolves at the zoo.

FF #2

Materials: P&W Cards   *Carousel* TG p. 591

Function
Answering questions about possession

Form
Possessive nouns

Target Frames
Whose _____ is this?   U4F47
This is _____'s _____.   U4F48

Examples
Give each student a picture card and have students take turns asking and answering questions such as:
Whose tiger is this?
This is Kian's tiger.
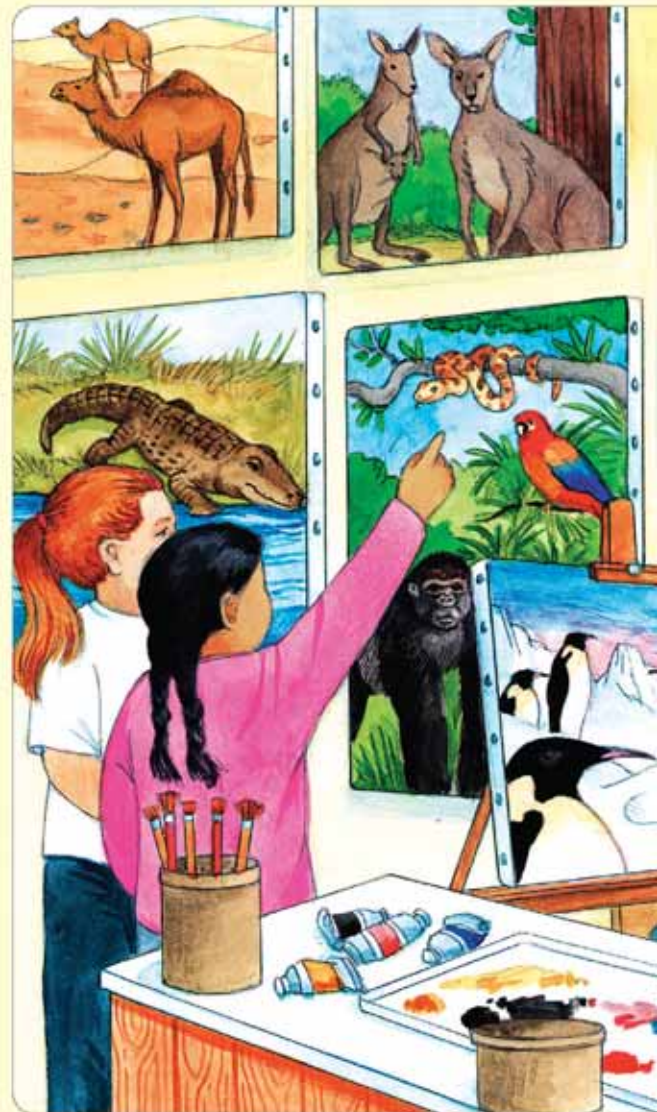
Extension

TP **Reading & Writing**

Creative IDEAS: Book 4 pages 22-28

Creative Beats: We Love the Zoo!
(Track 18)

Literature Connection
Appendix A

May I Bring a Friend?

FF #3

Materials: TP #17

Carousel TG p. 591

Function
Making statements using *this is/these are*

Form
Nouns

Target Frames
This is a _____.   U4F49
These are _____.   U4F50

Examples
Point to the animals in TP #17 and have students make statements with *this is/these are.*
This is a fox.
These are camels.

FF #4

Materials: None

Carousel TG p. 595

Function
Responding to/issuing commands

Form
Imperative, prepositions

Target Frames
_____, _____ _____ _____.   U4F51
(name) (command) (preposition) (noun)

Prepositions
PP30-33

Examples
Have students give and respond to commands with *near, far, alongside,* and *toward.*
Abel, stand near the trash can.
Maria, walk toward the door.
Xavier, stand far from/alongside the board.

Target Vocabulary

Nouns: bear, snake, hippopotamus, fox, zebra, camel, parrot, giraffe, elephant, kangaroo, penguin, deer, gorilla, alligator, lion, tiger, wolf
Prepositions: near, far, alongside, toward
Other: because

Chapter 4
continued

FF #5

Materials: TP #17 • P&W Cards
(from U2 Ch4, U3 Ch4, and U4 Ch4)

Carousel TG pp. 599-600

Function
Connecting ideas

Form
Conjunctions

Target Frames
The _____ can _____ because _____.   U4F52
A/an _____ is a good pet because _____.   U4F53
A/an _____ is not a good pet because _____.   U4F54

Examples
Point to the animals in TP #17 and have students make statements such as:
The giraffe can reach the top of the tree because it is very tall.

Lead students in a discussion about what makes an animal a good pet (e.g., behavior that can be predicted/controlled, can be trained, friendly to people, small claws/teeth) and what does not make a good pet (e.g., wild behavior that cannot be predicted, unfriendly, large sharp claws/teeth). Using picture cards of animals (from U2 Ch4, U3 Ch4, and U4 Ch4), ask students to make sentences such as:
A monkey is a good pet because it can be trained.
An elephant is not a good pet because it is too big.

bear

snake

U4 Ch4

U4 Ch4

hippopotamus

U4 Ch4

fox

FF #6

Materials: P&W Cards • TP #17

Carousel TG p. 599

Function
Answering *why* questions

Form
Conjunctions

Target Frames
I go to the _____ because _____.   U4F55
Animals need _____ because _____.   U4F56

Examples
Show picture cards and TP #17 and ask *why* questions, such as:
Why do you go to the zoo?
I go to the zoo because I like to see zebras.

Why do animals need food and water?
Animals need food and water because without food and water they will die.

Unit **5** The World Around Me
Chapter 1: From Here to There

Target Vocabulary

Nouns: airplane, moving van, tow truck, mail truck, school bus, trailer, police car, helicopter, fire engine, sailboat, ambulance, bicycle, train, ship, car, bus, truck

Adjectives: personal, community, business

Other: faster than, slower than, bigger than, smaller than, land, air, water

**INTRODUCE
TARGET VOCABULARY**
(see pages 14-15)

FF #1

Materials: P&W Cards   *Carousel* TG pp. 44-45, 47-48

Function
Comparing and contrasting

Form
Comparative structures, conjunctions

Target Frames
A/an _____ is _____ than a/an _____.   U5F1
_____, but _____.   U5F2

Examples
Give each student a picture card and have them compare and contrast vehicles using *bigger/smaller than* and *faster/slower than*.
An airplane is bigger/faster than a bicycle.

Then have students make comparative statements about vehicles using *but*.
Airplanes fly in the air, but trains travel on the ground.

FF #2

Materials: TP #19   *Carousel* TG pp. 47-48

Function
Asking and answering questions; describing objects in space (location)

Form
Verbs and verb phrases in questions, prepositions

Target Frames
Where does a _____ travel?   U5F3
A/an _____ travels _____.   U5F4

Examples
Show TP #19 and ask students where each vehicle travels to elicit *on land, in the air,* and *on water*.
Where does a bus travel?
A bus travels on land.
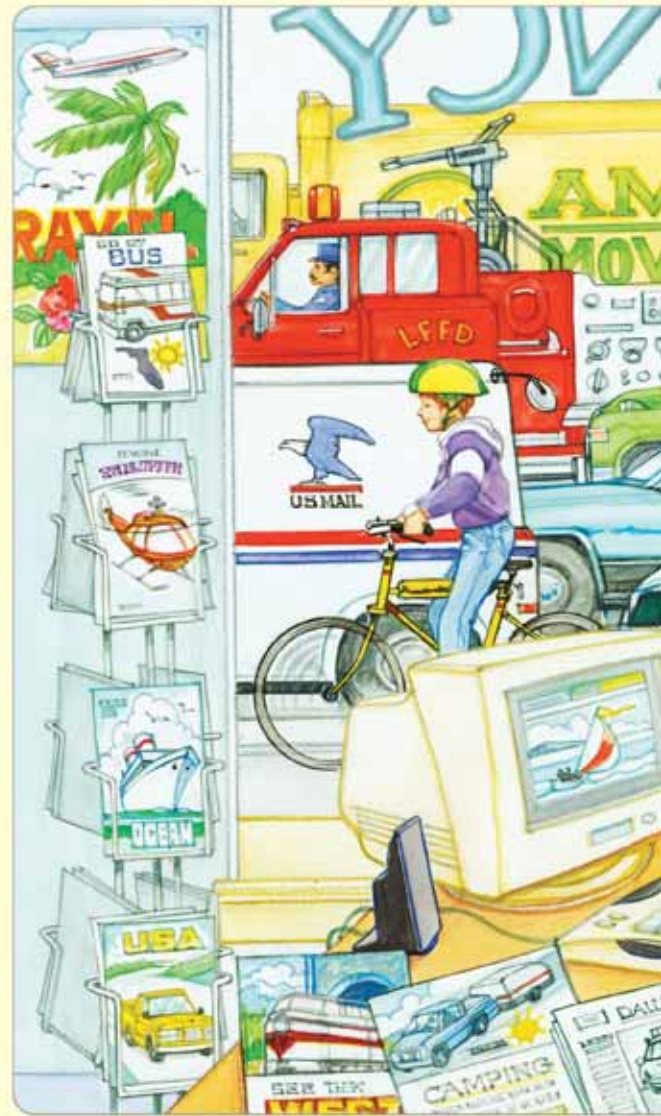
Extension

19

FF #3

Materials: TP #19   *Carousel* TG pp. 51-52

Function
Classifying

Form
Simple present tense, conjunctions

Target Frames

_____ and _____ are used for _____. U5F5
We use _____ for _____ to _____. U5F6

Examples
Discuss with students how vehicles are used for different purposes—personal (e.g., bicycle, car), business (e.g., tow truck, moving van), and community (e.g., mail truck, police car). Show TP #19 and ask students to classify vehicles as personal, community, business, or other purposes.
Fire engines and mail trucks are used for community purposes.
Airplanes and helicopters are used for flying.
Ships and trains are used for business and transporting materials.
We use fire engines for community purposes to put out fires.

FF #4

Materials: None   *Carousel* TG pp. 61-63

Function
Describing actions

Form
Future tense verbs

Target Frames
Where will you _____? U5F7
How will you _____? U5F8
What will you _____? U5F9
I will _____. U5F10

Examples
Ask students *where/how/what* questions about a place they will go to and what they will bring.
Where will you go this weekend?
I will go to the beach this weekend.

How will you get there?
I will get a ride in a car.

What will you bring with you?
I will bring my bathing suit and a backpack with water and snacks.

Unit 7 **Settings and Situations**
Chapter 4: Splendid Swimmers

Target Vocabulary

Nouns: whale, shell, lobster, sea horse, octopus, seal, shark, sea turtle, starfish, dolphin
Verbs: hand in, put down, throw away, turn off/turn on, take off, write down, try on
Reciprocal Pronouns: each other
Other: modals—may, might, must, should, would, could; too + [*adverb*]

**INTRODUCE
TARGET VOCABULARY**
(see pages 14-15)

FF #1

Materials: P&W Cards | Carousel TG p. 495

Function
Describing marine animals

Form
Compound and complex sentences

Target Frames
The _____ is a/an _____ animal that _____. U7F45

Examples
Give each student a picture card. Have students tell their partner three things about the marine animal on their cards. Then have students create compound and complex sentences about the animals, such as:
The whale is a huge animal that lives in the ocean.
The sea turtle is a marine animal that walks on four legs.

FF #2

Materials: P&W Cards | Carousel TG pp. 497-498

Function
Expressing mood

Form
Modals

Target Frames
I/You may _____. U7F46
I/You might _____. U7F47
I/You must _____. U7F48

Examples
Give each student a picture card. Have students create sentences using the modals *may*, *might*, and *must*.
I may see a seal when I go to the beach tomorrow.
You might find shells on the beach.
You must take a picture of the dolphins you see at the aquarium.
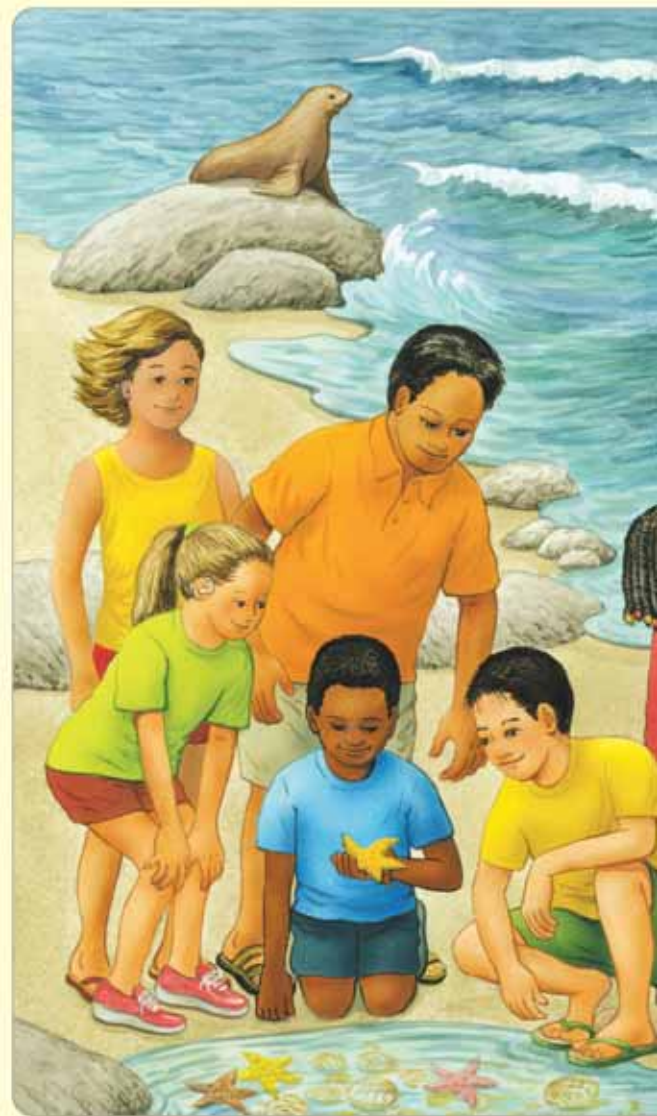
Extension

TP **Reading & Writing**
Creative IDEAS: Book 7 pages 22-29
Creative Beats: In the Deep Blue Sea (Track 27)

Literature Connection
Appendix A

McElligot's Pool

28

FF #3

Materials: TP #28 & 29   *Carousel* TG pp. 497-498

Function
Expressing mood

Form
Modals

Target Frames
_____ should _____.   U7F 49
_____ would _____.   U7F 50
_____ could _____.   U7F 51

Pronouns
PN1-7

Examples
Show students TP #28 and #29 and have them create sentences using the modals *should*, *would*, and *could*.
They should not remove any animals from the tide pool.
I would swim with dolphins because they are friendly animals.
He could go to the aquarium with you next week.

Unit 8 On the Go
Chapter 4: Animals: Big and Small

Target Vocabulary

Nouns: eagle, snail, buffalo, coyote, ostrich, dinosaur, ladybug, leopard, lizard, raccoon, mosquito, porcupine, grasshopper, caterpillar, rhinoceros
Verbs: [*conditional perfect tense*]
Other: different from, different than, whenever, as soon as

INTRODUCE TARGET VOCABULARY
(see pages 14-15)

FF #1

Materials: TP #36   *Carousel* TG p. 631

Function
Comparing and contrasting

Form
Word + preposition, conjunctions

Target Frames
_____ are different _____ _____.   U8F43
_____ are _____, but _____ are _____.   U8F44

Examples
Show TP #36 and ask students to name two animals that are different and why. Then have them make comparative statements about the animals.
Buffalo are different from/than* dinosaurs.
Buffalo are still alive, but dinosaurs are extinct.

Note: *Different from and different than mean the same thing and can be used interchangeably.

FF #2

Materials: P&W Cards   *Carousel* TG p. 631

Function
Asking and answering questions

Form
Tag questions

Target Frames
You have the _____, don't you?   U8F45
You don't have the _____, do you?   U8F46

Yes, _____.   U8F41
No, _____.   U8F42

Examples
Give each student a picture card and have them take turns asking and answering tag questions, such as:
You have the snail, don't you?
Yes, I do.

You don't have the rhinoceros, do you?
No, I don't.

FF #3

Materials: P&W Cards   *Carousel* TG p. 632

Function
Describing things

Form
Adjective clauses

Target Frames
A/an _____ is an animal that _____.   U8F47

Examples
Give each student a picture card and have them make sentences to describe the animal.
A coyote is an animal that is active at night.
An ostrich is an animal that has a long neck.

Extension

FF #4

Materials: P&W Cards

Carousel TG pp. 638-639

Function
Describing when

Form
Adverbial clauses

Target Frames

_____	whenever _____.	U8F48
_____	as soon as _____.	U8F49

Examples
Using picture cards, ask students to describe what they do
or how they feel about the animal using *whenever* and *as
soon as* in their responses.
Meilin gets scared whenever she sees a lizard.
She runs away as soon as she sees a snail.

FF #5

Materials: TP #36 • theme pictures
from other units

Carousel TG pp. 647-648

Function
Describing actions and states
of being

Form
Conditional perfect tense

Target Frames

If _____ had _____, _____ would _____.		U8F50
If _____ had _____, _____ wouldn't _____.		U8F51

Examples
Show TP #36 and have students make statements using the
conditional perfect tense, such as:
If people had not killed so many bison, there would be
more bison alive today.
If we had lived during the ice age, we would have seen
dinosaurs.

As an extension, use theme pictures from other units and
chapters to create other responses.
TP #30: If the artist had not painted the mural, there
wouldn't be anything beautiful on that wall.
If the tailor had finished my dress on time, I would have
worn it to the party.

Literature Connection (Set 1)*

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. 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	Form
Predicting	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

🍃 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	Form
Asking and answering questions	Verbs and verb phrases in questions

Target Frames

Who _____? Set 1/LC5
What _____? Set 1/LC6
When _____? Set 1/LC7
Where _____? Set 1/LC8
Why _____? 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	Form
Sequencing events	Signal words showing chronological order
Target Frames	
First, _____.	Set 1/LC10
Second, _____.	Set 1/LC11
Third, _____.	Set 1/LC12
Then, _____.	Set 1/LC13
Next, _____.	Set 1/LC14
Finally, _____.	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	Form
Describing characters and setting	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

*The literature connection frames shown in this sampler are taken from Set 1 of *Frames for Fluency*. Set 2 contains the same frames in addition to more complex frames to confirm predictions, identify main ideas and details, and distinguish reality from fantasy.

Frames for Fluency is an oral language development tool for English learners from the beginning through advanced levels of proficiency.

Set1

UNITS 1–4
Beginning–Early Intermediate

Set2

UNITS 5–8
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