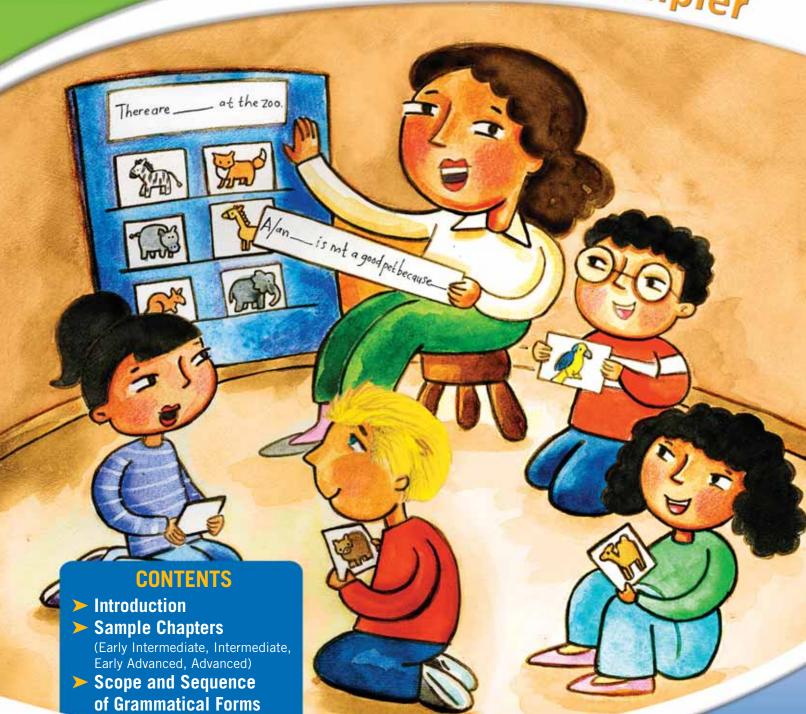
Frames for Fluency

Sampler



An IDEA® English Oral Language Development Tool

Ballard Tighe

Scope and Sequence of Grammatical Forms in Frames for Fluency

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Quoted vs. reported speech Tag questions •			•			
Tag questions •						•
						•
	"Wh" and "how many/much" questions			•		

TABLE OF CONTENTS

Introduction2
Reasons to Incorporate Oral Language Practice in the Classroom3
Components5
Target Frame Practice7
Using Frames for Fluency in the Classroom8
Suggestions for Extended Learning10
Early Intermediate Proficiency Sample Chapter14
Intermediate Proficiency Sample Chapter18
Early Advanced Proficiency Sample Chapter20
Advanced Proficiency Sample Chapter22
Appendix: Literature Connection24



About the Author

Dr. Connie Casagranda Williams, Ed.D.

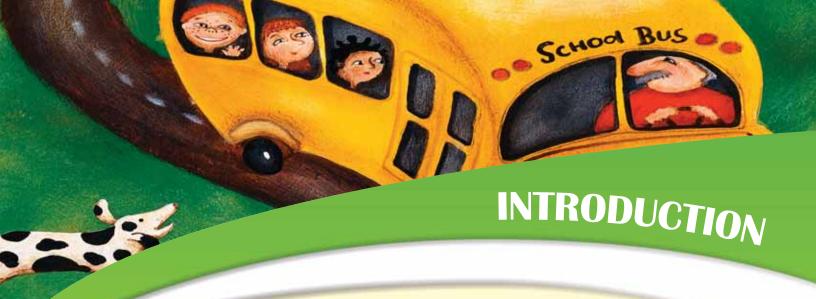
Dr. Connie Casagranda Williams holds a bachelor's degree in education and Spanish (1965), a master of arts degree in multicultural education (1977), and a master of science degree in public school administration (1981) from San Jose State University and California State University, Hayward. She earned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

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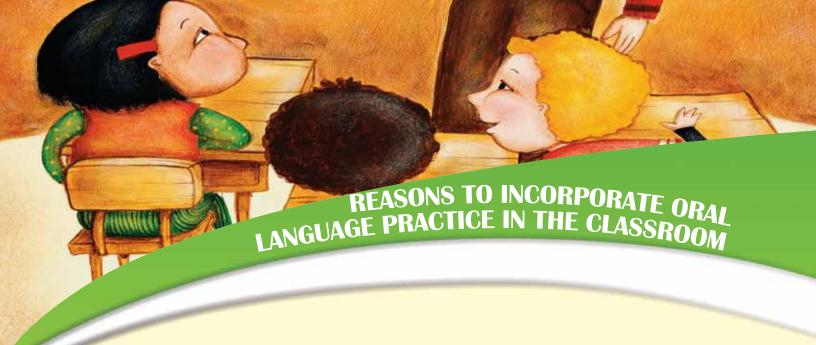
rames for Fluency is a flexible and easy-to-use tool designed to increase the oral fluency of English learners (EL). Through meaningful and authentic oral practice, English learners will develop the automaticity they need to succeed academically in content area classes. Frames for Fluency is an excellent 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:

• 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.

2 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.

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.

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.

5 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.

© 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

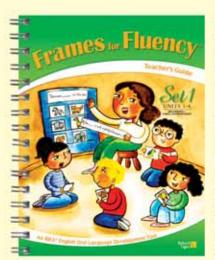
- Reduces teacher preparation time in searching for and developing the appropriate patterns for practice.
- Systematically and sequentially provides practice for the key grammatical forms that are embedded in the key functions of language. (see inside front cover for a list of all the grammatical forms 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.

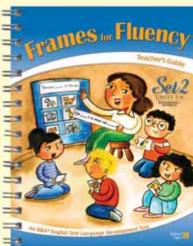
COMPONENTS

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.



I feel _____ because _____.

What is the _____ doing?

used for _____.

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".

*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.





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.



TARGET FRAME PRACTICE

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

Form

Function

FUIIII

Describing qualities

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:

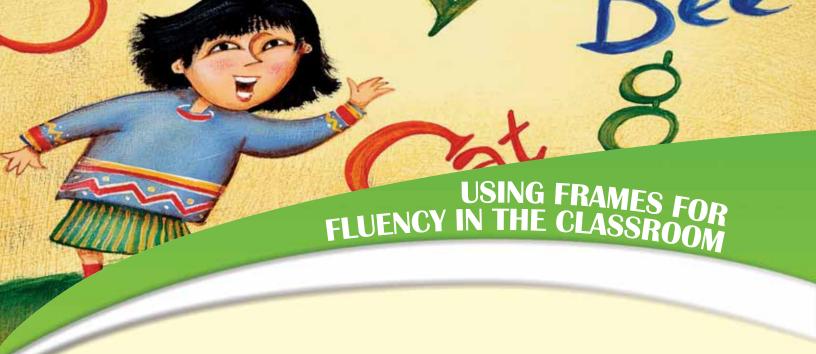
I DO IT: Introduce and Model the Frame

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 The are	U2F35 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:

- ntroduce 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:

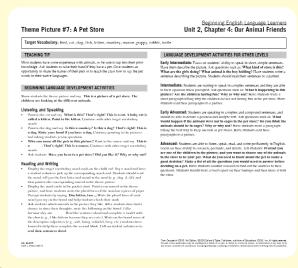
- informally assess student proficiency with regard to a grammatical form in order to discern mastery of the form, which will guide subsequent instruction.
- give students an opportunity to reinforce their new learning.
- sive students extended practice after reviewing the objectives at the end of each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

At the end of a chapter/unit, use the frames to:

- review the grammatical forms and functions learned in that chapter/unit.
- nformally assess students at a particular proficiency level.



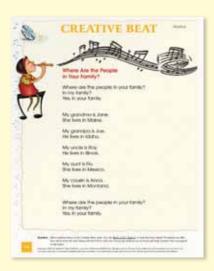
The reverse sides of the **theme pictures** provide **differentiated instruction** for further language development as well as **reading and writing** activities using the target vocabulary and concepts.



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.

Animals need food and water because ______.

Why do people celebrate ______?

Literature Connection

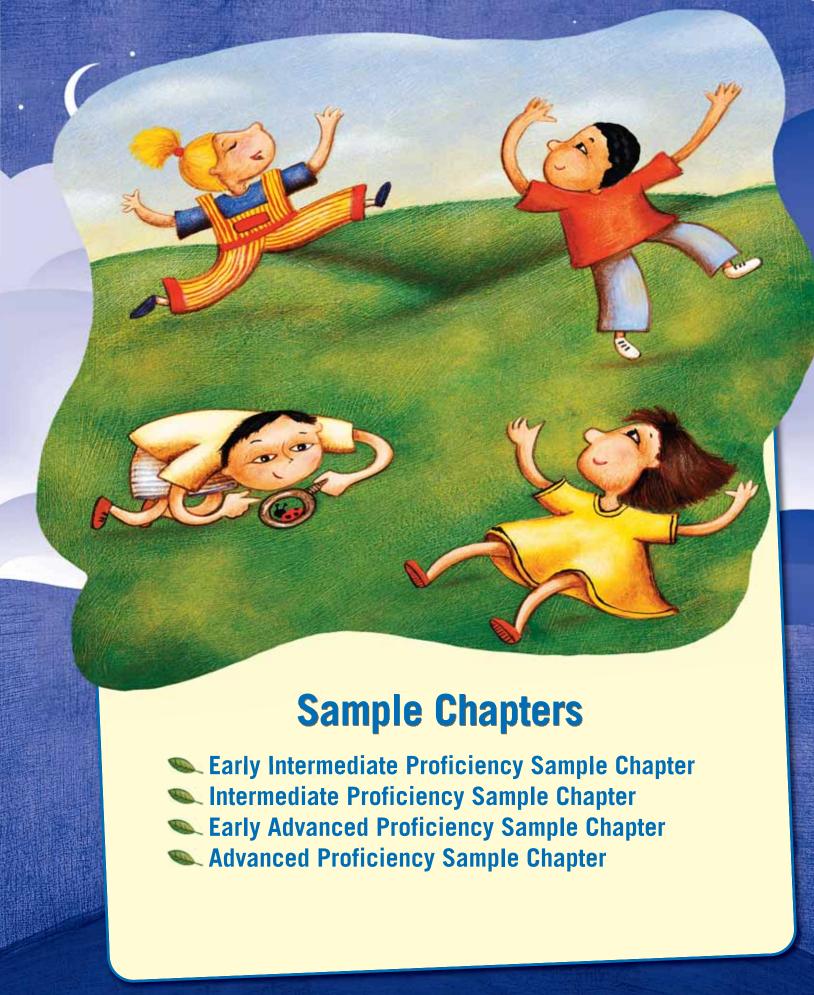


The Carousel of IDEAS literature collection includes many award-winning titles that are an excellent resource to develop literacy skills. These books of various genres have been chosen to complement the themes in Frames for Fluency.



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.

	g g	
ı	think this book will be about	Set 1/LC1
	One detail about the character is _	Set 2/LC19
Th	e main idea of the story is	Set 2/LC24
	These literature frames are ideal supple mainstream language arts, social studies reading classes.	



Early Intermediate Proficiency Sample Chapter

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

Target Vocabulary

INTRODUCE TARGET VOCABULARY

(see pages 14-15)

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

FF #1

Materials: P&W Cards

Form

Function

Naming things

Nouns, regular plurals with -s and -es,

CarouselTG pp. 591, 595

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

Function

Form

Answering questions about possession

Possessive nouns

Target Frames

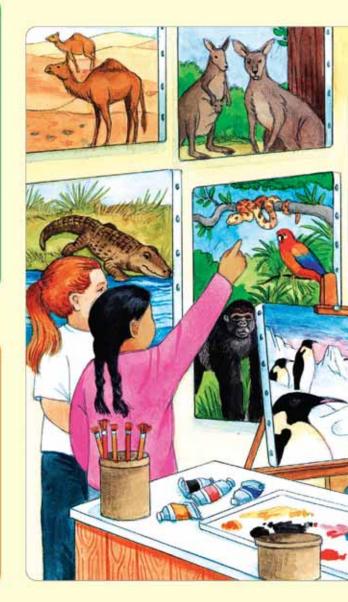
Whose _____ is this? This is _____'s ____. U4F47 U4F48

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.





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

Target Vocabulary

Chapter 4

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

FF #5

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

Form

Connecting ideas

Conjunctions

Carousel TG pp. 599-600

Target Frames

Function

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.





Intermediate Proficiency Sample Chapter



Target Vocabulary

INTRODUCE TARGET VOCABULARY (see pages 14-15) 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

FF #1

Materials: P&W Cards

Function

Comparing and contrasting

Carousel TG pp. 44-45, 47-48

Form

Comparative structures, conjunctions

Target Frames

A/an _____ is _____ than a/an _____. USF1 ______. USF2

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?
 USF3

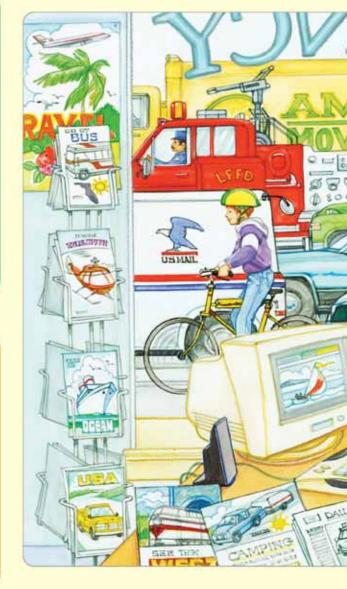
 A/an _____ travels _____.
 USF4

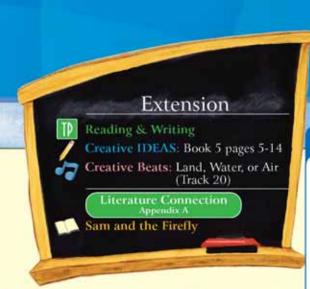
Examples

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.





Intermediate Unit Proficiency

FF #3

Materials: TP #19

Form

Function Classifying

Simple present tense, conjunctions

Carousel TG pp. 51-52

Target Frames

_____ and _____ are used for ______. USF5
We use _____ for ____ to _____. USF6

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

Forn

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.



Early Advanced Proficiency Sample Chapter



Target Vocabulary

INTRODUCE TARGET VOCABULARY (see pages 14-15)

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]

FF #1

Materials: P&W Cards

Function

Describing marine animals

Compound and complex sentences

Form

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

Function

Expressing mood

Form

Modals

Target Frames

I/You may ___ I/You might ______. U7F46

U7F47

I/You must ___

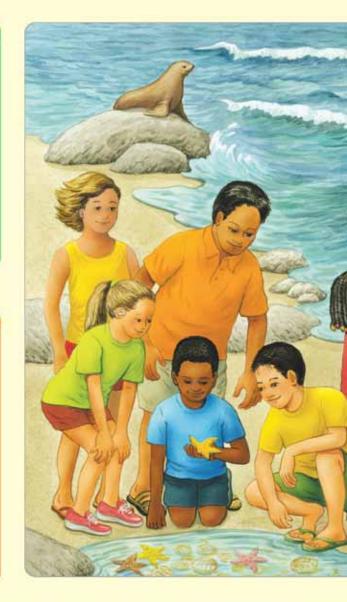
U7F48

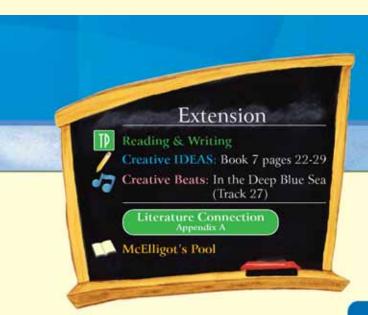
Examples

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 aquanum.





Early Advanced Unit Proficiency



FF #3

Materials: TP #28 & 29

Form Expressing mood Modals

Target Frames

should would . could_

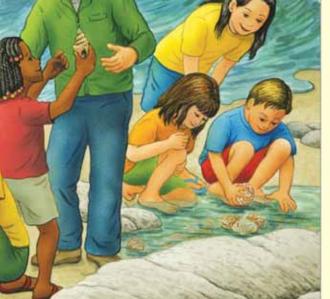
U7F49 Pronouns U7F50 PN1-7 U7F51

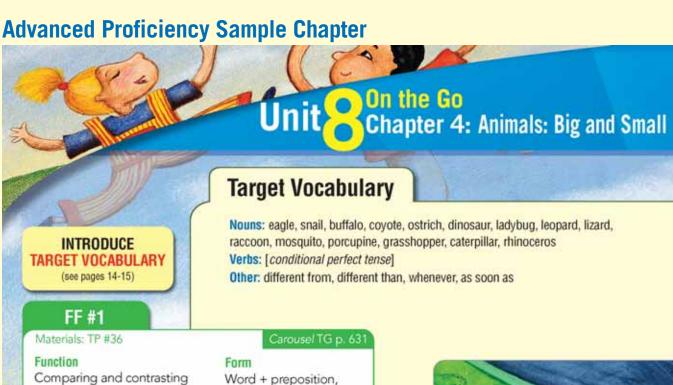
Carousel TG pp. 497-498

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.





Examples

Target Frames

Show TP #36 and ask students to name two animals that are different and why. Then have them make comparative statements about the animals.

conjunctions

Buffalo are different from/than* dinosaurs. Buffalo are still alive, but dinosaurs are extinct.

_____ are different _____

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

Materials: P&W Cards Function Form Asking and answering Tag questions questions Target Frames You have the _____, don't you? U8F45 You don't have the _____, do you? U8F46 URF41

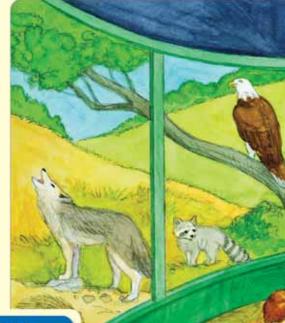
No, _____

Give each student a picture card and have them take turns asking and answering tag questions, such as:

U8F42

You have the snall, don't you? Yes, Ido.

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



FF #3

Materials: P&W Cards

Carousel TG p. 632

Form

Function

Describing things

Adjective clauses

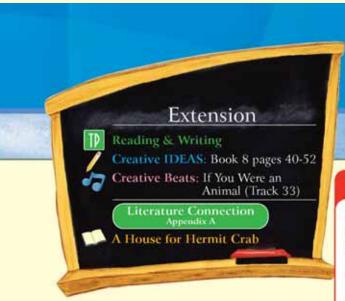
Target Frames

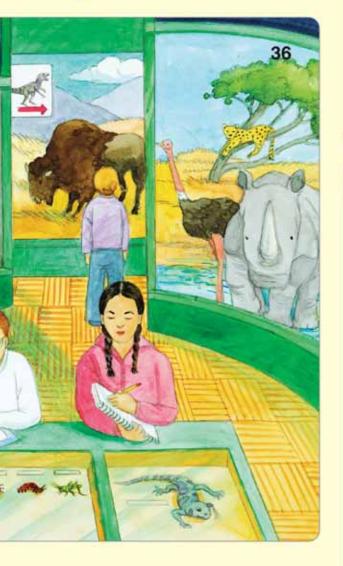
A/an _____ is an animal that _____. U8F47

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.





Advanced **Proficiency**

Carousel TG pp. 638-639

FF #4

Materials: P&W Cards

Function

Describing when

Target Frames

whenever_____. UBF4B as soon as ______. UBF49

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

Form

Form

Adverbial clauses

Describing actions and states of being

Conditional perfect tense

Target Frames

Function

If _____, ____would ____. UBF50 lf _____ had _____ , ____ wouldn't _____ . UBF51

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

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 Predicting	Form Future tense verbs
Target Frames I think this book will be about	0.04.00
	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 Asking and answering questions	Form 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 Sequencing events	Form 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 Describing characters and setting	Form Nouns, adjectives
Target Frames One detail about the character is One detail about the setting of the story is	Set 1/LC16 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.



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