

Using *Frames for Fluency* with Other Core ELD or ELA Programs




Frames for Fluency is organized by grammatical forms (parts of speech). If you are using *Frames* as an oral supplement to your existing ELD or ELA curriculum, most of these programs cover the different grammatical forms.

Appendix D aligns the sentence frames by parts of speech and functions and can be used as an alignment to any core ELD or ELA program. For example, if your core program is covering comparative and superlative adjectives in a unit, Appendix D tells you all the frames you can use to practice these concepts.

Follow the steps below to integrate *Frames for Fluency* as part of your core ELD or ELA program:

1. What grammatical form is my core program covering in this unit/chapter/lesson? This should be easily identified in the table of contents or unit overview chart of your core program teacher's guide.
2. Look at Appendix D and find that grammatical form.
3. What proficiency level are my students at? Find the frames that correspond to the grammatical form and proficiency level.
4. Turn to the unit and chapter in the *Frames* teacher's guide. What are the basic nouns students need to be familiar with? If your students are already familiar with the vocabulary, proceed with gathering the materials needed for each frame practice.
5. Use the sentence frames to introduce, practice, reinforce, and extend your ELD lessons alongside your current curriculum as suggested below.

Through the course of the lesson in your core program, use the frames in the following ways:

-  At the beginning of the lesson to introduce that grammatical form
-  During the lesson to provide further practice in a new context
-  At the end of a lesson to reinforce, extend, and informally assess students' grasp of that grammatical form

If you are using *Frames for Fluency* with *Carousel of IDEAS*, download the planning chart at:
www.ballard-tighe.com/Carousel-Frames