Designing Content Integrated Language Objectives for ELD

while Scaffolding Academic Language using Sentence Frames
Experience Shapes!

A Language Experience Simulation
Objectives

Template for a LO:
Who (participants)
Why (language function & language domain)
What (language being practiced developed)
How (language targets: word, sentence, discourse &/or language learning strategies)
Scaffolds – Note that you would not necessarily post all scaffolds on the board.

Content Objective:
I can define “sentence frame” and persuade others of the benefits of sentence frames for all students.

Language Objective:
I can create a lesson language objective incorporating one or two sentence frames to use in my classroom including the expression, “using/selecting from the sentence frames: ___”, after sorting examples, discussing how to use sentence frames, and practicing writing frames.
What are Sentence Frames?

A sentence frame is a structure for speaking and writing. This visual resource can be used to support students in using academic language.
Why use a Sentence Frame? It ...

- provides a model.
- focuses the speaker or writer.
- can be differentiated from simple to complex sentence structure.
- forms a mental map that will assist writers in becoming more proficient in their writing.
- gives reluctant speakers and writers the ability to be successful.
Sentence frames are gradual release friendly

- *(I do)*
  Sentences modeled
- *(We do)*
  Practiced with the teacher
- *(You do)*
  Practiced during independent time
Sentence Frame or Sentence Starter

**Sentence Frame**

- Teaches specific language patterns
- Provides the sentence structure needed to communicate about topics

**Sentence Starter/Stem**

- Elicits student thinking
- Provides little structure for a response
- Leaves it to students to figure out how to construct sentences
Sentence Starters or Frames? **Resource**

- **Tap into prior knowledge** -
  - I understand that ....
  - I already know that...

- **Work through a problem** -
  - It would be easier if....; First, I...

- **After reading** -
  - The main points were...
  - I read that...

- **Responding to a peer discussion**
  - My partner pointed out ...
  - I agree because...

- **Re-enforcing academic language**
  - The text structure is ....
  - I use the denominator of ...

- **Language of Informing** -
  - The advantages of ____ outweigh the disadvantages of ____ insofar as...
  - The statistics are misleading because they do/not show…
  - These [facts/reasons/data] strongly suggest that...
  - Yet some argue strongly that....
  - _____ and ______ both have________; however, they are different because______.
Sentence Stems

This technique gives students the opportunity to respond in the form of a complete sentence to effectively communicate.

Sentence stems provide scaffolding to help students get started in speaking or writing without the added pressure of thinking about how to correctly formulate a response.

How to use
1. Create
2. Model
3. Practice
4. Review

When to use: Use Sentence Stems at any point in the lesson to structure meaningful conversation.
Sentence Frames - ScaffoldingToolbox

One-Sentence Comparison–Contrast Frames:
_______ and _______ are alike because they both _______. _______ and _______ are different because _______. Some ______, but others ______.

Additional Comparison–Contrast Frames:

While some ______, others ______. (While some storms start over land, others start over water.) Both ______ are ______, but ______. On one hand, ______, but sometimes ______. We know this because on page ___ it says ______ and on page ______ it says ______.

A One-Sentence Problem–Solution Frame
_______(Somebody) wanted ______, but _______, so _______. * (Little Red Hen wanted to bake bread, but no one would help her, so she did it herself.) (Used with a character in a book.) The problem is _______ and one answer is ___________. (Used with nonfiction text, topics, and issues.)

Additional Problem–Solution Sentence Frames:
The problem described in this text is ________. The author suggests on page _______ that one solution might be ___________. If ___________, then ___________. Although ___________, the problem could be solved by ___________.

I think Lewis and Clark were _____ because _______.

Using Sentence Frames to Jumpstart Writing Video

Using Sentence Frames to Jumpstart Writing
Grades 3-5 / ELA / ELL
Where to start?
Answer the essential question

What do I want my students to be able to say or write about __________, and how do I want them to say it.
The Basic Steps:

1. Begin with the end goal in mind.
2. Determine the critical vocabulary needed from Tier One and Tier Two levels of academic language.
3. While writing the sentence frames keep in the mind the target language that you will be replacing with blanks.
Taking your frames to the next level
Characters in a Story & Historical Characters

Key Question:

How would you describe __________? _____________________________.

__________ represents ____________.

__________ can be described as ____________ because ________________.

__________ can be characterized by several features, such as: __________ , __________ , and __________ .

Harry Potter is....
Key Question:

How would you describe __________? 

_____________ was ______________. 

_____________ was a time when ____________ because ______________. 

_____________ was characterized by several features, such as: ____________, ____________, and ____________.
Describing Math & Science Tools

Key Question:
–What is _______ and how is it used?

______ is _______. It is used to measure _______.

______ is a tool used to measure _______. It is important in science/math because _______.

______, a tool to measure ________, is important in science/math for the following reasons. It _______.
Language of Solving Mathematical Equations

Variables
An unknown value, unknown values
A variable is _________.
Variables are used to represent _________.
Variables represent _______________.
The variable in this equation is _________.

Practice using these frames to talk about the equations:
Subtract/add _______ from both sides of the equation.
Multiply/divide _____ to isolate the variable _________.
____________ equals _____________.

3x + 5 = 20
x/4 - 3 =

To solve for the variable X: first you.....
Gallery of Frames
## Example of the Writing Process of Sentence Frames

<table>
<thead>
<tr>
<th>Language Level</th>
<th>Expected Outcomes</th>
<th>Sentence frame with vocabulary underlined</th>
<th>Sentence frame with vocabulary removed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Simple Sentences</td>
<td>Oranges are sweet. Lemons are sour.</td>
<td>_____ are ______.</td>
</tr>
<tr>
<td>3</td>
<td>Comparative Sentences</td>
<td>Oranges and lemons are both fruit, but oranges are sweet, and lemons are sour.</td>
<td>_____ and _____ are both ______, but _____ are ______, and _____ are ______.</td>
</tr>
<tr>
<td>4</td>
<td>Complex Comparative Sentences</td>
<td>The main difference between oranges and lemons is oranges are sweet, while lemons are sour.</td>
<td>The main difference between _____ and _____ is _____ are ______, while _____ are ______.</td>
</tr>
</tbody>
</table>

Examples of leveled academic sentence frames for compare and contrast

**Level 1 Entering:** Sorts labeled picture cards into piles of same and different and teacher writes sentences.

**Level 2 Beginning:** ___________and __________ are the same. ________ and ______are different.

**Level 3 Developing:** _____ and ______ both have_________; however, they are different because______.

**Level 4: Expanding:** Although______and ______both______. _________(is has)(more less)______.

**Level 5: Bridging:** Despite having _____in common, _________is different from _____because______.
Now it’s your turn!
Write your own leveled sentence frames:

**Possible Literature and Historical Characters or Topics**
- Frog or Toad (from Lobel)
- Goldilocks
- Emperor Qin
- Spartan Women
- César Chávez or Larry Itliong
- The Industrial Revolution
- The Civil Rights Movement

**Possible Math and Science Topics**
- Counting On or Counting Up
- Push and Pull (Force and Motion)
- Animal Life Cycles
- Linear Equations
- Cellular Respiration
- Motion Maps (physics)
Ways Explore

Sentence Stems

Stems organized by Functions

Paragraph Frames

Bilingual Frames

Frames are not meant to limit students; they are to help them expand their academic repertoire.

Remember to level up (treat all students like they are gifted)... 

Be empowered to write your own (backwards design/specific to your lesson)....
“Plans are nothing: Planning is everything”
Dwight D. Eisenhower

Language Objective:
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