Scaffolding Academic Writing: Writing Recaps & Paragraph Frames

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Academic Language consists of.....

......the key words (Congress, revolution) and phrases (similar to, different from) that help a student organize and process core knowledge and skills in school.

......a set of words and terms used to describe complex concepts (photosynthesis) and abstract relationships.

Four Types of Academic Language

1. Content Vocabulary
   • Congress, revolution, mitosis, flexible, teamwork, soft skills

2. Academic Thinking Skills Terms
   • is similar to, the difference is, because of, from the author’s point of view, prove

3. Coherence and Cohesion Devices (transitions, conjunctions, connectives, pronouns)
   • but, and, while, such as, for instance, principal, key, given that

4. Classroom Discussion Terms
   • That’s a good idea, but I feel that _________
   • I agree with_______, but________
   • Yes, but what about ____________

~Zwiers, Developing Academic Thinking Skills, 2004

College and Career Readiness Standards and English Language Proficiency Standards & Guiding Principles Referenced in this Workshop

• CCR Writing Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

• CCR Reading Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

• ELP 3: An ELL can speak and write about level-appropriate complex literary texts and topics.

• ELP 4: An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.

• ELP Guiding Principle 7: Scaffolding is an essential tool to facilitate ELLs’ acquisition of language and content.

• ELP Guiding Principle 10: Academic language instruction should be incorporated into all content lessons, including mathematics and science.
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What is a Writing Recap?
A writing recap, sometimes called an exit ticket or a log entry, is "......an easy, yet powerful way to get students to remember what they are learning while solidifying language and summarizing what they learned that day.”

When using writing recaps, students “borrow academic language” from classroom walls and from text, to help build new ideas.

During a writing recap, Kate Kinsella explains that, “Students partner with others for “maximum verbal engagement”.

Note-Taking Frame for Writing Recap Activity

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<table>
<thead>
<tr>
<th>Academic Vocabulary Words</th>
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<tr>
<td>1. college</td>
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<td>2. graduate</td>
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<td>3. grant</td>
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<td>4. loan</td>
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<td>5. scholarship</td>
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Academic Language: Writing Recap-Sentence Frames

I learned that_________________

Today in class we read about_________________

An important concept is_________________because_________________

I would like to learn more about_________________
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Getting the News: Paragraph Frame Activity

A Paragraph Frame Activity is ...a scaffolded writing activity during which collaborating students start from a paragraph model, use academic thinking to analyze and evaluate information, fill in appropriate academic content vocabulary and academic language, and learn to express ideas more complex than their English language proficiency level. They produce a written paragraph.

Compare and Contrast Partner 3-Question Interview
1. What’s your favorite way of getting the news?
   a) on the Internet and on television
   b) in print
2. What do you like about getting your news in this form?
3. Do you get the news for free? Or, do you pay for it?

Compare and Contrast Paragraph Frame
Reading the news in ____________________________ and ______________________ are similar in several ways. They are both _______________, and _________________.

Because of these similarities, they can both ______________________________________.

However, reading the news ____________________________ and ______________________ are different in some ways. First, _________________________________________________.

Second, _____________________________________________________________________.

These differences in reading the news online and in print can help us to understand ________________________________________________________________________.

“I” Skills Statements:

• I can evaluate and summarize information.
• I can use academic language.
• I can collaborate with others in writing.
• I can write a sentence.
• I can write a paragraph.
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Paragraph Frames

At intermediate and advanced ESL levels, the following paragraph frames from Jeff Zwiers in *Developing Academic Thinking Skills in Grades 6—12: A Handbook of Multiple Intelligence Activities* can be used for comparing, classifying, and categorizing information, and to evaluate cause and effect.

Writing: Academic Language Paragraph Frames

1. Paragraph Frames for Classifying and Categorizing

   It is helpful to place the ______________________, ______________________, and ______________________ in the same group. They have important commonalities such as ______________________. Likewise, the ______________________ and ______________________ belong together because they ______________________. However, the ______________________ is distinct because it ______________________. We need to create a new category for it, such as ___________________________________________________________________

2. Paragraph Frames for Cause and Effect

   The cause of ____________________________ is not obvious as we are led to think. Even though many people think the cause was ________________________, I believe that the main cause was ____________________________. First, ____________________________. Second, ____________________________. Therefore, if I am correct, then we must ____________________________.

   The effects of ____________________________ are significant because ____________________________. First, we have the ____________________________. Though some people simply think this is just a coincidence, I believe it is more. For example, consider __________

   In addition, ____________________________.

   Because of these arguments, we should at least begin to ______________________
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**Paragraph Frames**

**3. Using Paragraph Frames for Time Sequencing**

Another way to teach the sequencing of a paragraph using a paragraph frame is by providing students with a set of phrases that will fit into sentences within a paragraph. In the example below, begin by teaching students the sequencing words: *first, then, next, while, after, finally, etc.* Then, have pairs of students work to order and sequence the phrases. Have then list the career goal first. After listing the goal, have them list the steps to getting there. After they have written the paragraph, have students compare their writing in small groups.

- Goal: Be a licensed vocational nurse.
- Complete my ESL courses and get a GED.
- Take classes to study nursing at a community college.
- Work as a volunteer at a nursing home.
- Pass the state licensing exams.
- Save some money.
- Have a successful career in the field of nursing.

**My Future Plans**

In five years, I plan to __________________________. First, I plan to ____________ 
_______________________________________________________________________. Then, I want to _____________________________. While I am in school, I plan to 
_______________________________________________________________________. After finishing my schoolwork, I plan to 
_______________________________________________________________________. I hope to get a job 
_______________________________________________________________________. While I work, I plan to ____________. I look forward to _____________________________.

**Sequencing Information from Informational Texts**

In the ___________________________ (story, event, period of history), there are three important ___________________________ (events, steps, directions, etc.)

First, _____________________________________________________________________________.

Second, _____________________________________________________________________________.

Next, _____________________________________________________________________________.

In conclusion, _____________________________________________________________________________.

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Paragraph Frames

Sample paragraph frames for high beginning ESL and above:

1. My Favorite Dinner

If I could have my favorite dinner, these are the foods I would pick. First, I would pick
_____________________ because _______________________________________.
_______________________________________________________________________.
Next, I would also select ___________________________________________________
I also like ______________________ because ______________________________
_______________________________________________________________________.
I would be thrilled to have this dinner.

2. My Best Friend

_______________ is my best friend for a number of reasons. First of all, ________________
is my best friend because _________________________________________________.
Also _______________ is _________________________________________________
_______________________________________________________________________.
In addition, __________________ is my best friend because_____________________
_______________________________________________________________________.
I am so lucky to have ______________________ as a friend.

3. My Favorite Place

_____________________________ is my favorite place. One reason for that is
______________________________________________________________________
Another reason is that _________________________________.
___________________ is also my favorite place because_____________________
______________________________________________________________________
There is no place as wonderful as ________________________________________.
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Resources and References


