Writing Recap/Sentence Frame:
An “exit ticket” activity during which students, building on a sentence starter, use academic thinking, academic vocabulary, and academic language and to summarize and synthesize what they’ve learned in a lesson both orally, and in writing. They produce a brief “written recap” of the lesson.

Refer to handout p. 3
Paragraph Frame:

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.

Refer to handout p. 4
Agenda

• Review **paragraph frames** and **writing recaps**, two **scaffolded writing models** linked to the **College and Career Readiness (CCR)** and **English Language Proficiency (ELP)** standards

• Practice with **paragraph frame** and **writing recap models** demonstrating how these writing models can be used to strengthen **academic language, academic thinking, and academic writing**
Objectives

By the end of today’s session, participants will:

• Identify the benefits of working with **paragraph frame** and **writing recap models** in academic writing

• Learn strategies for teaching **collaborative writing skills**

• Participate in **paragraph frame** and **writing recap activities**

• Identify **explicit strategies** for supporting learners in **transferring** these writing skills from the classroom to the workplace and academic study
Guiding Principle 7: Scaffolding is an essential tool to facilitate ELLs’ acquisition of language and content.

Guiding Principle 10: Academic language instruction should be incorporated into all content lessons, including mathematics and science.

Refer to handout p. 2
What is Academic Language?

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.

Zwiers, Developing Academic Thinking Skills, 2004

Refer to handout p. 2
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___________


Refer to handout p. 2
“Writing can be a very effective tool for building academic language and thinking skills. Lists, single paragraphs, letters, memos, reports, invitations, advertisements, essays, and filling in paragraph frames are types of writing that can be effective for building thinking and its expressions.”

“...... Writing forces students to organize their thoughts well enough to express them academically, within a coherent piece of writing.”

Scaffold Academic Writing

✓ “...it is vital to model the types of writing that you want your students to do, and to provide plenty of good samples for them to analyze.”


✓ “...build academic language orally in preparation for writing...”

~ Egan, P. & Parrish, B. Oral language as a bridge to academic writing, 2019.
Integrate Workforce and Academic Readiness

“The skills learners need in order to transition successfully to higher levels of education or employment should be integrated at every level of instruction, including ESL classes that are focused primarily on language instruction.”


www.cal.org/caelanetwork
High-leverage Instructional Practices

- scaffold learning
- academic language
- collaboration
- higher order thinking skills
- bridges between oral and written language

What is a Writing Recap?

✓ A writing recap is ....... “an easy, yet powerful way to get students to remember what they are learning while solidifying language learned that day.”

✓ Students *borrow academic language* from classroom walls and from text

✓ Students partner for *maximum verbal engagement*

Refer to handout p. 3
Writing Recap Activity

• End of class “share what you learned”
• Writing starts with a sentence frame
• Collaborate
• Summarize and synthesize information, both orally and in writing
• Review academic vocabulary, main idea and detail
• Employ academic language
• Produce a written recap (exit ticket)
Academic Language: Writing Recap Sentence Frames

• I learned that…..
• Today I learned from _______________that _________________.
• I realized that....
• I do not agree with....because....
• I would like to learn more about....
• We read about..........in order to......
• An important concept is.......because.....
• Someday I would like to...
• This connects to life in that.....
• What I learned today connects to our big idea about......because....
• I still wonder about.......
Reading: Going to College

Going to College

1 Are you thinking of going to college? Here are some things you should know.

Rising Numbers of Students Going to College
In 1990, 59 percent of U.S. high school graduates went to college. In 2007, over 66 percent went to college. In 2016, almost 70 percent went to college. Every year, more and more Americans decide that going to college is their way to a better future.

The Cost of College
10 But going to college costs a lot. Today, the average cost of tuition is between $4,800 and $34,000 a year. This does not include the cost of books, housing, food, or transportation. These can cost $12,000 to $20,000 more a year.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Average cost of tuition (1 year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public community college</td>
<td>About $3,520</td>
</tr>
<tr>
<td>Public college or university</td>
<td>About $10,000</td>
</tr>
<tr>
<td>Private non-profit college or university</td>
<td>About $33,000</td>
</tr>
<tr>
<td>For-profit college or university</td>
<td>About $16,000</td>
</tr>
</tbody>
</table>

Paying for College
15 How do people pay for college? Most students get financial aid—scholarships, grants, and loans.

Scholarships and grants are the best kind of financial aid. You don’t have to pay them back.

Some students get scholarships because their grades are good. Some students get grants because their income is low. About half of all college students receive some form of scholarship or grant. Students usually get them from their college, a state program, or a community group.

Most students get loans. You have to pay back loans after you graduate.

Most students use a combination of scholarships, grants, and government loans to pay the high cost of college.

*College is a general word for community colleges, colleges, and universities.

Sources: The College Board, the U.S. Census Bureau
Writing Recap
Note-Taking Frame

<table>
<thead>
<tr>
<th>Note-Taking - Going to College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Going to College</td>
</tr>
<tr>
<td><strong>Organizers/Headers:</strong> Rising Numbers, Cost of College, Paying for College</td>
</tr>
</tbody>
</table>

**Academic vocabulary words and academic phrases**

<table>
<thead>
<tr>
<th>Word/Phrase</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>college</td>
<td></td>
</tr>
<tr>
<td>graduate</td>
<td></td>
</tr>
<tr>
<td>grant</td>
<td></td>
</tr>
<tr>
<td>loan</td>
<td></td>
</tr>
</tbody>
</table>

Refer to handout p. 3
Writing Recap - Think - Pair - Write

Questions:
- What did you learn today?
- What did you realize about today’s lesson?

Pairs......
Look,
Lean in,
Listen
Today I learned from _________ that ________________.

source

information

Refer to handout p. 3
Today I learned from *an article in Future* that *going to college is expensive*. 
Writing Recap - Whole Class Recap

Students can:
- Read writing recaps aloud at the end of class.
- Or, at the beginning of the next day’s session.

Teachers can:
- highlight exceptional thinking, word use of academic language and content vocabulary, and good grammar.
- Recap, clarify and recast into more “academic” discourse, appropriate and expand on language.
Writing Scaffold: Paragraph Frame

My Job Skills
I want a job as a/an ___________.
I have some of the skills for
I have the job. I can ____. I can ____. I can’t ____, but I can learn!
It is helpful to place ___________, ____________, and ___________ in the same group. They have important commonalities such as _______________. However, _______________ is different because it _______________.

The Weather in My Country
I’m from ___________, ___________.
In the summer, it ___________.
In the winter, it ___________.
My favorite season is ___________. Because it ___________.

Compare and Contrast
_________ and _______ are similar in several ways.
They both ___________.
They also ___________. However, they are also different. First, they ___________. Second, they ___________.
Refer to handout p. 4
• Provide a writing scaffold, a direct, guided paragraph model
• Strengthen students’ academic thinking skills, academic language, and academic vocabulary
• Guide students as they analyze, categorize, describe, contrast, etc.
• Help students express ideas that are more complex than their English proficiency level
• Reduce anxiety about using correct English
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

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___________

Looking at an Academic Language/Compare and Contrast Paragraph Frame

______________ and _____________ are similar in several ways. They both
_________________. They also__________________________________________
_____________________. Furthermore, each _________________.
______________________________. Because of these similarities, they can
help each other _________________.

However, ______________ and ______________ differ in some key areas.
First, ________________________. In addition, _________________.
In contrast, _________________. These differences help us to see __________
_____________________________________________________________________.

Refer to Handout p. 4
Brainstorm:
Topics to Compare and Contrast

What are some topics your students could compare and contrast?

- Renting a house vs. renting an apartment
- Pay in my country vs. pay in the US
- My city in my home country vs. the city where I live now
Partner 3-Question Interview: Getting the News

1. What’s your favorite way of getting the news?
   a) On the Internet and on television, or 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?
Getting the news _______________ 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 getting the news online and in print can
help us to understand ___________________________.

Getting the News: Paragraph Frame
TYPES OF PARAGRAPH FRAMES

DEFINITION/DESCRIPTION
A __________ is a kind of __________ that __________.

SEQUENCE
First, _______, then ________, and finally ________.

CAUSE/EFFECT
_______________ happens because _________________.

COMPARE /CONTRAST
(a) __________ and (b) __________ are alike in that they
both __________; however, (a) ________, while (b) __________.

- Corley, M. 2013. Helping Your Students Increase Their Writing Fluency.

Refer to handout pp. 4-7
Academic Rigor: College and Career Readiness & English Language Proficiency Standards

- **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 Writing Anchor 4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **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.

Refer to handout p. 2
Students........

• learn to scaffold two types of academic writing
• build academic vocabulary and academic language
• collaborate and communicate in pairs
• use critical thinking to summarize and synthesize information
• write and share
Explicit Teaching: Transferable Skills & “I” 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.
Did You .......

• consider different sentence and paragraph frame models?
• communicate and collaborate with others?
• identify the skills developed in the sentence and paragraph framing process?
• learn ways to teach students those skills?
• discuss the transferable skills that can be taken from the classroom to the workplace and other academic settings?
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