**Writing with Scaffolds: Using Paragraph Frames**

**References**

Adams, G. N. (2008). *Written Expression: Building The Foundation In Primary Grades.* Presentation at SSTAGE Conference.

Adelson-Goldstein, J. (2013). *The ESL Writing Process: Practice, Polish, Publish.* CALPRO Adult Education Research Webinar Series. Retrieved April 2015 from <http://calpro-online.org/onlinevideolibrary.asp>

Center for Adult English Language Acquisition. (2007). *The CAELA Guide for Adult ESL Trainers: Teaching Writing to Adult English Language Learners.* Washington, DC: Author. Retrieved April 2015 from <http://www.cal.org/caela/scb/III_E_TeachingWriting.pdf>

Corley, M. (2012). *Helping Your Students Increase Their Writing Fluency.* CALPRO Adult Education Research Webinar Series. Retrieved April 2015 from <http://calpro-online.org/researchwebinars.asp>

Folse, K., Muchmore-Vokoun, A., & Vestri Solomon, E. (2010). *Great Sentences for Great Paragraphs.* Boston:Heinle Cenage Learning.

Graham, S., & Perrin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools—A report to Carnegie Corporation of New York.* Washington, D.C: Alliance for Excellent Education.

Jimenez-Silva, M. *Using Sentence and Paragraph Frames*. Retrieved April 2015 from <http://alliance.la.asu.edu/geoliteracy/ELL/vgeet/WhyPresentations/PublishFrames/>

School District of Palm Beach County, Department of Multicultural Education, *Writing Framed Paragraphs.* Retrieved April 2015 from

<http://www.palmbeachschools.org/multicultural/documents/FramedParagraphs.pdf>

Parrish, B., & Johnson, K. (2011). *Hit the Ground Running: Preparing ESL Students for Academic Readiness.* Presentation at TESOL New Orleans.

Parrish, B., & Johnson, K. (2010). *Promoting Learner Transitions To Postsecondary Education And Work: Developing Academic Readiness Skills From The Beginning.* Retrieved April 2015 from http://www.cal.org/caelanetwork/resources/transitions.html

Zwiers, J. (2005). *Academic Language Paragraph Frames.* Retrieved April 2015 from [www.ouhsd.k12.ca.us/staff/el/paragraph\_frames.pdf](http://www.ouhsd.k12.ca.us/staff/el/paragraph_frames.pdf)

Zwiers, J. (2005). *Developing Academic Thinking Skills in Grades 6–12: A Handbook of Multiple Intelligence Activities.* Delaware: International Reading Association.

U.S. Department of Education, Office of Vocational and Adult Education. (2012). TEAL *Just Write! Guide.* Washington, DC. Retrieved AprilCA 2015 from https://teal.ed.gov/documents/TEAL\_JustWriteGuide.pdf

**Writing with Scaffolds: Using Paragraph Frames**

**Jigsaw Reading**

**1. What is a Paragraph Frame?**

After completing prewriting activities one way for teachers to move ESL students into the next stage of the writing process is through the use of a paragraph model or **paragraph frame.** Similar in form to a cloze fill-in exercise, **paragraph frames** guide students as they construct sentences to form paragraphs.

Gail Adams, in writing about the importance of supporting student writing, explains: “One of the best research-validated procedures for **scaffolding and supporting emerging writers** is the use of paragraph frames. “When a paragraph frame is used,” she continues, “a portion of the paragraph is provided and students complete the remainder. First, they (students) learn about the structure of a paragraph including use of a topic sentence and related details. In addition,” she continues, “they (students) gain both sentence and paragraph sense, learn how to generate ideas for a paragraph, practice writing related sentences using a paragraph structure and practice rereading and proofreading their composition.”

~Adams, G. *Written Expression: Building the Foundation in Primary Grades*

**My Favorite Place**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is my favorite place. One reason I like it is that\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Another reason is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

There is no place as wonderful as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**2. Use a Paragraph Frame to Strengthen Thinking Skills and Academic Language** According to Jeff Zwiers in *Developing Academic Thinking Skills in Grades 6–12: A Handbook of Multiple Intelligence Activities,* “…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.” Zwiers explains, a **paragraph frame** is a **writing scaffold** which can be used to strengthen students’ **academic** **language and thinking skills**. (Zwiers, pp. 16-17).

Paragraph writing frames can be **used to scaffold writing** and guide students as they write sentences and paragraphs which: **analyze, categorize and classify information, describe, compare and contrast, give supporting arguments, find commonalities, persuade, interpret, show cause and effect, provide problem solving, etc**. “Frames,” Zwiers explains, “….help students to gradually pick up **academic language** and eventually use it to compose their own high-quality written products without help.” (Zwiers, pp. 49, 74).

Paragraph frames:

* Explicitly teach ESL writers the academic language needed to communicate abstract and higher order thinking (Using frames is a great way to scaffold instruction and build learners’ confidence in writing, particularly in writing tasks and genres with which they have little prior experience.)
* Allow students to express thoughts and ideas that are more complex than their current English proficiency level
* Increase fluency by providing scaffolding support
* Serve as a means to reduce student anxiety about using correct English
* Provide temporary assistance so the student will be able to complete a similar writing task in the future

**3. Paragraph Frames Provide a Direct, Guided Writing Model**

 According to the *TEAL* (Teaching Excellence in Adult Literacy) *Center Fact Sheet* on *Research-Based Writing Instruction*, teaching using a paragraph frame model is a good way to **scaffold instruction** and **build learners’ confidence** in their own writing. Practice with **direct, guided writing models**, is very effective. Because many “adult education students, are not familiar with different types of written genres, the explicit study of formats, styles, tones, vocabularies, sentence structures, etc. can provide new frames and words” for student work. *TEAL Center Fact Sheet on Research-Based Writing Instruction*. 2012.

 “A writing frame consists of a **skeleton outline** given to learners to **scaffold** their writing. **By providing a few sentence starters and some rhetorical phrases common to the task or genre**, frames give learners a structure that allows them to focus on expressing their thoughts. They also help learners incorporate **vocabulary** they have learned in a given topic and create more sophisticated sentences and paragraphs……”

Paragraph frames:

* Provide a structure on which to hang ideas
* Provide sentence starters
* Provide support for struggling writers
* Can be differentiated to stretch more competent writers

U.S. Department of Education, Office of Vocational and Adult Education. *Just Write! Guide* pp. 46-47.

Writing with Scaffolds: Using Paragraph Frames\*

**Writing: Using a Paragraph Frame for Comparing**

In the following example developed by Betsy Parrish and Kimberly Johnson building on the work of Jeff Zwiers, in the prewriting stage, ESL students initially walk around the classroom and gather information from male and female classmates about what kinds of jobs they do and what activities they do at home. Each student interviewer records the information in their cluster diagram. After completing the prewriting information gathering stage of the activity, students continue by working with a partner or in a small group. They use the information gathered to evaluate the similarities and differences between the jobs and activities of men and women. After discussion in which the information is evaluated and summarized, groups or pairs fill in the “compare and contrast” paragraph frame.

**Our Jobs and Activities**

251659264

Our class

Men

Women

Jobs

Home Activities

Jobs

Home Activities

**Paragraph Frame for Scaffolding Comparing**

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are similar in several ways. They both\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. They also\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Furthermore, each\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Because of these similarities, we (they) can help each other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 However, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ differ in some key areas. First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In addition, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. In contrast, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

These differences help us to see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(\*Parrish, B., Johnson, K. 2011*;* Zwiers, J. 2005)

Writing with Scaffolds: Using Paragraph Frames

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

**Writing: Academic** **Language Paragraph Frames**

**1. Paragraph Frames for Scaffolding 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 Scaffolding 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Writing with Scaffolds: Using Paragraph Frames

**Writing: Using a Paragraph Frame 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 a 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 in a good hospital. 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, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Writing with Scaffolds: Using 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 is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Another reason is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is also my favorite place because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

There is no place as wonderful as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(Adams, G. 2008)

Writing with Scaffolds: Using Paragraph Frames

**Making “I” Statements**

**Teaching Students to Identify and Articulate Transferable 21st Century Skills**

Not only do we need to teach students how to collaborate, communicate and work in teams in the classroom, we need to help students develop an understanding of what they are doing and the language to explain it to others.

**Explicit Teaching** Tell students what they will be/are doing in class:

*This week you will be/are practicing working in teams.*

*This week you will be/are practicing writing a paragraph.*

**Skills Brainstorm** After doing a cooperative activity, stop the class and ask,“What skills did you use in class today?” Ask leading questions such as, “Did you work in a team?” From student comments and your own rephrasing, end up with statements on the board such as:

 *Work in a group/team.*

 *Take notes.*

 *Gather and summarize information.*

 *Write a paragraph.*

**Cooperative Groups** Convene cooperative groups. Have group leaders repeat the question, “What skills did we use today?” and have students make statements such as:

 *We worked in a group/team.*

 *We listened to each other.*

 *We gathered and summarized information.*

 *We wrote a paragraph.*

**“I Statements”** Teach students phrases they can say in an academic or job interview:

*I work well in a team.*

*I listen to others.*

*I take notes.*

*I can write a paragraph.*

**“I Statements”** In groups, have students practice making “I” statements. Provide them with additional examples.

 *I can work in a team and get along with my teammates.*

*I can listen to others and give feedback.*

*I can write a paragraph.*

**Role-Play**: Have students role-play academic and job interviews, one playing the employer, the other playing the employee. The employer asks, “What can you tell me about yourself?” “What skills do you have?” The employee responds, “I work well in a team....I can listen and take notes.....I learned these skills in my ESL classes at school.

**Reflect** Repeat these reflective activities on a regular basis so students become comfortable identifying their transferable 21st Century skills. Have student groups discuss how these skills can be used on the job and named in academic and job interviews.