

Using Sentence
and Paragraph
Frames with ELLs
for Essay Writing
and Regents Exams

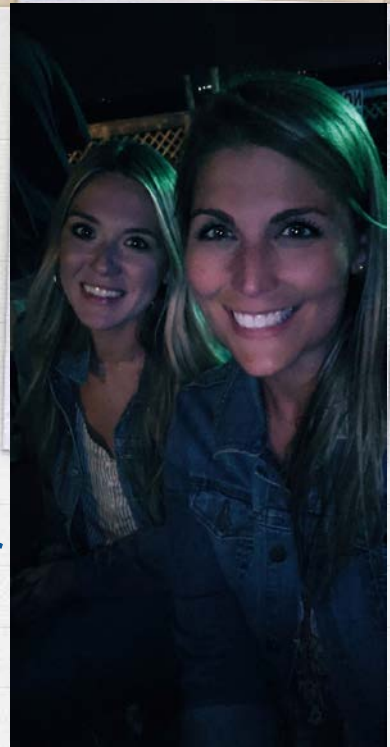
Who are we?

Katie Goldacker

- X Teaching for 13 years
- X Certified in TESOL
Pk-12, Spanish 7-12,
SBL/SDL
- X Secondary ENL Teacher
- X Former Spanish Teacher
- X Most experience at the
HS level, co-teaching
ELA and stand-alone

Kristine Wynne

- X Teaching for 7 years
- X Secondary ENL Teacher
- X Certified in TESOL Pk-12,
Social Studies 7-12
- X Social Studies/ENL Teacher
- X Most experience at the HS
level, co-teaching Global,
ELA and stand-alone



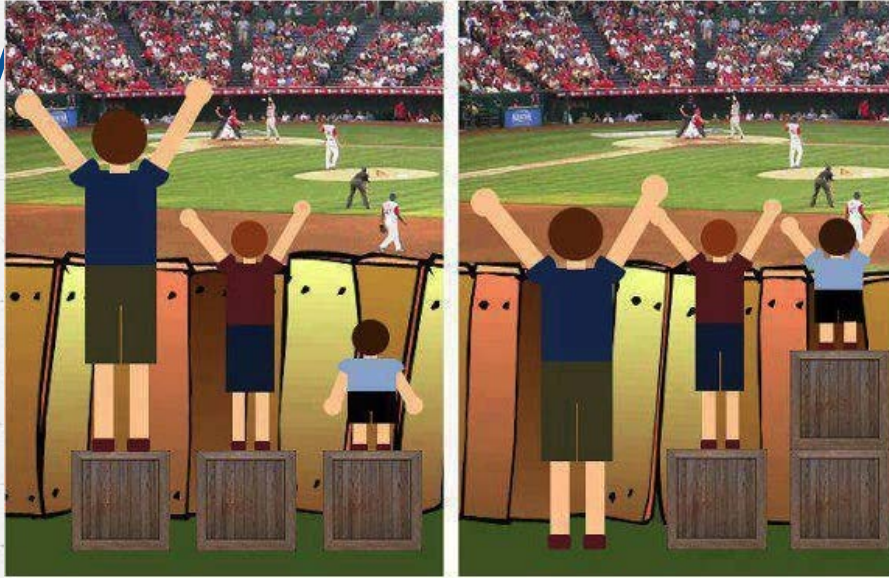
By the end of this presentation you will learn:

- ★ the importance of sentence frames and why incorporating them is a useful strategy to employ in your classroom
- ★ how to use sentence frames to help your ELLs write essays in ELA and Social Studies
- ★ how to modify the frames you are given to meet the needs of your students



OBJECTIVES

*“Fair does NOT always mean
equal”*



1.

What are sentence
and paragraph
frames and why
should I use them?

What is a sentence
frame/sentence
starter/sentence stem?

<https://www.colorincolorado.org/video/using-sentence-frames-ells>

<https://www.youtube.com/watch?v=ops6ITKWUWg>

A sentence frame
is a _____.



Sentence and paragraph frames are most helpful with...

- ✗ Explanation
- ✗ Analysis
- ✗ Predictions
- ✗ Cause and Effect

Using these frames provides our ELLs with words they wouldn't necessarily be able to use fluidly on their own -
i.e: TRANSITION words. |



Sentence and paragraph frames will be most successful if you...

Pre-Teach important vocabulary and concepts

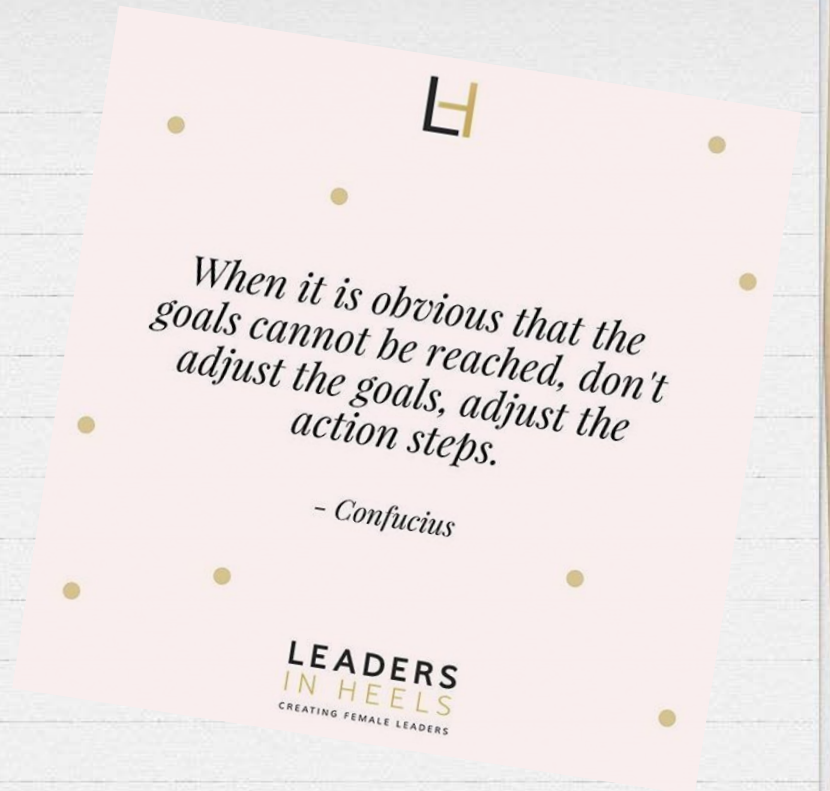
- X Transition Words*
- X Textual Evidence
- X Quote
- X Thesis
- X Claim
- X Counterclaim
- X Literary Devices*
- X Central Idea*
- X Cite/Citation
- X Analyze
- X No personal pronouns in formal writing*



How the # \$ % @ do we
get a kid with limited
English to *understand*
and *pass* the
standardized tests they
need to graduate?!

Disclaimer: The frames you are about to see and receive are not the end all-be all. We encourage you to modify them to fit the needs of your students (and co-teachers).

We will show a few English frames as well as a Global Studies Enduring Issues frame but first...the rubrics!



Part 2 Rubric: Writing to Sources - Argument

Criteria	6 Essays at this Level:	5 Essays at this Level:	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:
Content and Analysis: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of the texts	-introduce a precise and insightful claim, as directed by the task -demonstrate in-depth and insightful analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise and thoughtful claim, as directed by the task -demonstrate thorough analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a precise claim, as directed by the task -demonstrate appropriate and accurate analysis of the texts, as necessary to support the claim and to distinguish the claim from alternate or opposing claims	-introduce a reasonable claim, as directed by the task -demonstrate some analysis of the texts, but insufficiently distinguish the claim from alternate or opposing claims	-introduce a claim -demonstrate confused or unclear analysis of the texts, failing to distinguish the claim from alternate or opposing claims	-do not introduce a claim -do not demonstrate analysis of the texts
Command of Evidence: the extent to which the essay presents evidence from the provided texts to support analysis	-present ideas fully and thoughtfully, making highly effective use of a wide range of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas clearly and accurately, making effective use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas sufficiently, making adequate use of specific and relevant evidence to support analysis -demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas briefly, making use of some specific and relevant evidence to support analysis -demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material	-present ideas inconsistently and/or inaccurately, in an attempt to support analysis, making use of some evidence that may be irrelevant -demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material	-present little or no evidence from the texts -do not make use of citations
Coherence, Organization, and Style: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	-exhibit skillful organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using sophisticated language and structure	-exhibit logical organization of ideas and information to create a cohesive and coherent essay -establish and maintain a formal style, using fluent and precise language and sound structure	-exhibit acceptable organization of ideas and information to create a coherent essay -establish and maintain a formal style, using precise and appropriate language and structure	-exhibit some organization of ideas and information to create a mostly coherent essay -establish but fail to maintain a formal style, using primarily basic language and structure	-exhibit inconsistent organization of ideas and information, failing to create a coherent essay -lack a formal style, using some language that is inappropriate or imprecise	-exhibit little organization of ideas and information -are minimal, making assessment unreliable -use language that is predominantly incoherent, inappropriate, or copied directly from the task or texts
Control of Conventions: the extent to which the essay demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	-demonstrate control of conventions with essentially no errors, even with sophisticated language	-demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	-demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	-demonstrate emerging control, exhibiting occasional errors that hinder comprehension	-demonstrate a lack of control, exhibiting frequent errors that make comprehension difficult	-are minimal, making assessment of conventions unreliable

- An essay that addresses fewer texts than required by the task can be scored no higher than a 3.
- An essay that is a personal response and makes little or no reference to the task or texts can be scored no higher than a 1.
- An essay that is totally copied from the task and/or texts with no original student writing must be scored a 0.
- An essay that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

Argumentative Essay Frame for Entering and Emerging ENL Students

Topic: Consumer Tracking

Paragraph #1 (Define consumer tracking and choose your side)

Consumer tracking is _____

_____.

Naysayers believe that _____

_____.

On the other hand, proponents of consumer tracking feel that _____

_____.

Although some people believe consumer tracking is _____,

nevertheless, consumer tracking is _____.

Argumentative Essay

Issue: _____

Remember: indent all paragraphs, watch capitalization, punctuation and spelling, use transitional words, and use at least 3 of the 4 texts

Paragraph #1 (Introduction: Explain or define the issue and write your thesis statement.)

A recent controversial topic has been _____

_____.

There are many people who believe _____

_____.

Others hold the opinion that _____

_____.

Although some people feel that _____,

nevertheless, it is _____.

Argument Essay

Paragraph #1 - Introduction:

Many people believe _____
(counterclaim)

However, they fail to see that their view is flawed for many reasons. For example, _____

(example 1 - possible ethos)

_____, and _____
(example 2 - possible pathos)

(example 3 - possible logos)

These reasons demonstrate that _____
(thesis - YOUR claim)

Argumentative Essay

Issue: _____

Remember: indent all paragraphs, watch capitalization, punctuation and spelling, use transitional words, and use at least 3 of the 4 texts

Paragraph #1 (Introduction: Explain or define the issue and write your thesis statement.)

A recent controversial topic has been _____

_____.

There are many people who believe _____

_____.

Others hold the opinion that _____

_____.

Although some people feel that _____,

nevertheless, it is _____.

Paragraph #2 (Mention the counterclaim (opposing side) and shut it down!)

There are many individuals who support the idea that _____

_____.

" _____
_____ " (Text ____).

_____ from _____
believes that _____

However, this view is flawed because _____

Also, _____ is inaccurate in their thinking because _____

_____.

Paragraph #3 (Claim: Explain what YOU believe. Introduce Cite and Explain twice!)

There are many facts that support _____

_____.

" _____

_____ " (Text ____).

This emphasizes that _____

_____.

Additionally, _____

_____ " _____

_____ " (Text ____).

_____ from _____ makes a valid claim that

_____.

Paragraph #4 (Claim: Explain what YOU believe. Introduce Cite and Explain twice!)

Furthermore, _____

_____. " _____

_____ " (Text ____).

This demonstrates that _____

_____.

Similarly, _____

_____. " _____

_____ " (Text ____).

The author of text _____, logically explains that _____

_____.

_____.

Paragraph #5 (Conclusion: Tie it all together. Restate what you said in your introduction.)

In conclusion, it is clear that _____

_____.

Although some people feel that _____

_____ nevertheless, _____

_____.

_____.

_____.

Ensayo Argumentativo

Problema: _____

Recuerde: Dejar un espacio al empezar todos los párrafos, chequear mayúsculas, puntuación y ortografía, usar palabras transitorias y usar al menos 3 de los 4 textos.

Párrafo #1 (Introducción: Explica o define el problema y escriba su tesis.)

Un tema polémico reciente ha sido _____

_____.

Hay mucha gente que cree _____

_____.

Otros opinan que _____

_____.

Aunque algunas personas sienten que _____,

sin embargo, es _____.



Part 3 Rubric
Text Analysis: Exposition

Criteria	4 Responses at this Level:	3 Responses at this Level:	2 Responses at this Level:	1 Responses at this Level:
Content and Analysis: the extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text	<p>-introduce a well-reasoned central idea and a writing strategy that clearly establish the criteria for analysis</p> <p>-demonstrate a thoughtful analysis of the author's use of the writing strategy to develop the central idea</p>	<p>-introduce a clear central idea and a writing strategy that establish the criteria for analysis</p> <p>-demonstrate an appropriate analysis of the author's use of the writing strategy to develop the central idea</p>	<p>-introduce a central idea and/or a writing strategy</p> <p>-demonstrate a superficial analysis of the author's use of the writing strategy to develop the central idea</p>	<p>-introduce a confused or incomplete central idea or writing strategy</p> <p>and/or</p> <p>-demonstrate a minimal analysis of the author's use of the writing strategy to develop the central idea</p>
Command of Evidence: the extent to which the response presents evidence from the provided text to support analysis	<p>-present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis</p>	<p>-present ideas sufficiently, making adequate use of relevant evidence to support analysis</p>	<p>-present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant</p>	<p>-present little or no evidence from the text</p>
Coherence, Organization, and Style: the extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language	<p>-exhibit logical organization of ideas and information to create a cohesive and coherent response</p> <p>-establish and maintain a formal style, using precise language and sound structure</p>	<p>-exhibit acceptable organization of ideas and information to create a coherent response</p> <p>-establish and maintain a formal style, using appropriate language and structure</p>	<p>-exhibit inconsistent organization of ideas and information, failing to create a coherent response</p> <p>-lack a formal style, using language that is basic, inappropriate, or imprecise</p>	<p>-exhibit little organization of ideas and information</p> <p>-use language that is predominantly incoherent, inappropriate, or copied directly from the task or text</p> <p>-are minimal, making assessment unreliable</p>
Control of Conventions: the extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling	<p>-demonstrate control of the conventions with infrequent errors</p>	<p>-demonstrate partial control of conventions with occasional errors that do not hinder comprehension</p>	<p>-demonstrate emerging control of conventions with some errors that hinder comprehension</p>	<p>-demonstrate a lack of control of conventions with frequent errors that make comprehension difficult</p> <p>-are minimal, making assessment of conventions unreliable</p>

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

Paragraph #1 (TAG it! Include Title, Author, Genre. Establish the *central idea* of the passage and mention the *literary element or strategy* the author uses.)

In the _____, _____ by _____,
the author uses _____ to demonstrate the central idea of
_____. Within this _____ this is seen many times. For
example, when _____.
This also occurs when _____

and _____.

Paragraph #2 (Discuss the writing strategy employed by the speaker to reinforce the central idea and make it more effective. Introduce, Cite, Explain 3 times)

To develop the central idea further, the author uses _____.

"

_____ " (_____).

This example demonstrates _____

_____. The central idea is

evident again when the author says, " _____

_____ " (_____).

This quote reveals that _____

_____.

"

_____ " (_____). The author also says, " _____

_____ " (_____)

which shows _____.

Paragraph #3 (Conclusion: Tie all of your ideas together and discuss HOW the writing strategy reinforces the central idea)

By using the literary element of _____ in the _____, the author clearly establishes the central idea of

	5	4	3	2	1
Identify and Define Enduring Issue	Clearly identifies and accurately defines <i>one</i> enduring issue raised in at least <i>three</i> documents	Identifies and accurately defines <i>one</i> enduring issue raised in <i>at least three</i> documents	Identifies and defines <i>one</i> enduring issue raised in the set of documents; may include minor inaccuracies	Identifies, but does not clearly define, <i>one</i> enduring issue raised in the set of documents; may contain inaccuracies	Identifies, but does not define, <i>one</i> enduring issue raised in the documents
Argument: Significance of Enduring Issue and Continuity or Change Over Time	Develops an even, thoughtful and in-depth argument about how an enduring issue has affected people <i>or</i> has been affected by them <i>and</i> how the issue continues to be an issue <i>or</i> has changed over time	Develops a thoughtful argument in some depth about how the enduring issue has affected people <i>or</i> has been affected by them <i>and</i> how it continues to be an issue <i>or</i> has changed over time <i>or</i> develops the argument somewhat unevenly by discussing one aspect of the argument more thoroughly than the other	Develops both aspects of the argument in little depth <i>or</i> develops only one aspect of the argument with some depth	Minimally develops both aspects of the argument <i>or</i> develops one aspect of the argument in little depth	Minimally develops one aspect of the argument
Analysis	Is more analytical than descriptive (analyzes, evaluates and/or creates information)	Is both descriptive and analytical (applies, analyzes, evaluates and/or creates information)	Is more descriptive than analytical (applies, may analyze and/or evaluate information)	Is primarily descriptive; may include faulty, weak, or isolated application or analysis	Is descriptive; may lack understanding, application, or analysis
Evidence: Documents	Richly supports the task by incorporating relevant evidence that includes facts, examples, and details from <i>at least three</i> of the documents	Supports the task by incorporating relevant evidence that includes facts, examples, and details from <i>at least three</i> documents	Includes some relevant evidence that includes facts, examples, and details from the documents; may include some minor inaccuracies	Includes few relevant facts, examples, and details from the documents or consists primarily of relevant information copied from the documents; may include some inaccuracies	Includes some vague, unclear references to the documents and includes minimal relevant facts, examples, and details copied from the documents; may include some inaccuracies
Evidence: Outside Information	Richly supports the task by incorporating substantial relevant outside information that includes facts, examples, and details	Supports the task by incorporating relevant outside information that includes facts, examples and details	Includes limited relevant outside information that includes facts, examples, and details; may include minor inaccuracies	Presents little or no relevant outside information; may include some inaccuracies	Presents no relevant outside information
Organization	Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion	Demonstrates a logical and clear path of organization; includes an introduction and a conclusion	Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion	Demonstrates a general plan of organization; may lack focus; may contain digressions; may lack an introduction or a conclusion	May demonstrate a weakness in organization; may lack focus; may contain digressions; may lack an introduction and a conclusion

0

 Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only evidence copied from the documents; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Enduring Issues Essay

Enduring Issue: _____

*Remember: Indent all paragraphs, watch for capitalization, punctuation, and spelling, use transition words, cite information from at least **THREE** documents (Doc. #) and use outside information (OI).*

Paragraph 1: Introduction

- ★ *Make sure you identify the enduring issue, describe the enduring issue, state a claim (thesis) that argues why the enduring issue is important, and list the examples that will be further discussed in the body paragraphs that show how people were affected by the issue and its impact.*

Throughout history aspects of government, ways of life, and ideas are always changing. An enduring issue that has existed overtime is _____.

_____ (Enduring Issue) _____ affected _____ (mention people, place and/or time period) _____.

****Either choose sentence A or sentence B**** Sentence A) _____ (Enduring Issue) _____

still continues to be an issue today because of _____.

Sentence B) _____ (Enduring Issue) _____ has changed over time due to _____.

_____ (Thesis Statement- Why is this issue important?(The issue's impact)) _____.

For example this is seen (Example 1) _____, (Example 2) _____,

(Example 3) _____.

Enduring Issues Essay

Enduring Issue: _____

*Remember: Indent all paragraphs, watch for capitalization, punctuation, and spelling, use transition words, cite information from at least **THREE** documents (Doc. #) and use outside information (OI).*

Paragraph 1: Introduction

- ★ Make sure you identify the enduring issue, describe the enduring issue, state a claim (thesis) that argues why the enduring issue is important, and list the examples that will be further discussed in the body paragraphs that show how people were affected by the issue and its impact.

Throughout history aspects of government, ways of life, and ideas are always changing. An enduring issue that has existed overtime is _____.

_____ affected _____.

****Either choose sentence A or sentence B** Sentence A)** _____

still continues to be an issue today because of _____.

Sentence B) _____ has changed over time due to _____.

For example this is seen _____,

_____.

Paragraph 2: Body Paragraph 1

★ Remember to CITE (ex. Doc. 1) your document, use transition words/phrases to link cause and effect and use OUTSIDE INFORMATION (ex. OI).

_____ (Topic Sentence: Identifies example 1) _____

_____ (Describe where example 1 took place). _____ (Identify when example

1 took place) _____ (Identify who was involved in

example 1) _____ (Describe how example 1 happened) _____

_____ (Explain why the historical factors and geography caused example 1) _____

_____ (Argument Sentence: Describe how people were affected by example 1 OR how they caused

example 1) _____

_____ (Concluding Sentence: Summarize how example 1 affected people and its impact throughout

history) _____

Paragraph 3: Body Paragraph 2

★ Remember to *CITE* (ex. Doc. 1) your document, use transition words/phrases to link cause and effect and use *OUTSIDE INFORMATION* (ex. OI).

_____ (**Topic Sentence: Identifies example 2**) _____.

_____ (Describe *where* example 2 took place) _____.

_____ (Identify *when* example 2

took place) _____.

_____ (Identify *who* was involved in

example 2) _____.

_____ (Describe *how* example 2 happened) _____.

_____ (**Explain why** the historical factors and geography caused example 2) _____.

_____ (**Argument Sentence:** Describe how people were affected by example 2 **OR** how they caused

example 2) _____.

_____ (**Concluding Sentence:**

Summarize how example 2 affected people and its *impact* throughout history) _____.

Paragraph 4: Body Paragraph 3

★ Remember to *CITE* (ex. Doc. 1) your document, use transition words/phrases to link cause and effect and use *OUTSIDE INFORMATION* (ex. OI).

(Topic Sentence: Identifies example 3)

(Describe where example 3 took place)

(Identify when

example 3 took place)

(Identify who was

involved in example 3)

(Describe how example 3 happened)

(Explain why the historical factors and geography caused example 3)

(Argument Sentence: Describe how people were affected by example 3 OR how they caused

example 3)

(Concluding Sentence: Summarize how example 3 affected people and its impact throughout

history)

Paragraph 5: Conclusion

★ Remember to restate your thesis, explain how the issue is still an issue today with modern day examples, use transition words/phrases that link cause and effect and include outside information.

_____ (Restate thesis) _____ (Explain how
this issue is still affecting society today with modern day examples) _____

Argumentative Essay Frame for Entering and Emerging ENL Students

Topic: Should English be Made the Official Language of the U.S.?

Paragraph #1 (Define English as an official language and choose your side)

The English language is ^{important} ~~import~~ because ^{it} brings ~~to~~ more opportunities. For example, ^{it is needed to} ~~for~~ communicate ~~with other~~ ^{people} ~~persons~~ and ^{it provides} ~~the~~ ~~have~~ more opportunities. There has been controversy about whether or not English should be the official language of the United States. Naysayers believe that English is not good because some people have ^a ~~the~~ different native ~~to~~ language and they believe in just one language, so they do no care to learn ~~an~~ other language.

On the other hand, proponents of making English the official language feel that English is very good because ^{if} your life ^{is} in United States and you don't speak English, you don't have ^{the same} opportunities in United States. That is why I said English is very important.

Although some people believe English is not good because some people ^{never are not trying hard to learned} ~~do~~ believe in one language and they nevertheless, English is necessary because ^{it} is the point for communication with other people and ^{it provides} ~~have~~ opportunity.

Argumentative Essay Frame for Entering and Emerging ENL Students

Topic: Should English be Made the Official Language of the U.S.?

Paragraph #1 (Define English as an official language and choose your side)

The English language is ^{spoken} one of the most ~~common~~ languages in the world, with its source coming from the British and passed to ^{several countries, such as the U.S.}. There has been controversy about whether or not English should be the official language of the United States. Naysayers believe that ~~declaring English the official language of the United States will bring everyone together and it will help social equality.~~

On the other hand, proponents of making English the official language feel that a person ~~should not be forced~~ to learn a new language in order to live somewhere and feel ~~comfortable~~ ^{comfortable} living there.

Although some people believe English ^{that should not} ~~can~~ be declared as the official language of the U.S., ^{most of the U.S. population including} ~~English~~ is nevertheless, ^{Hispanic immigrants have agreed to make English the official language of the U.S. for numerous of reasons.}

Goldacker 2016 Argumentative Essay ENL Version

The English language is one of the most spoken languages in the world, with its source coming from the British and passed to several countries, such as the U.S. There has been controversy about whether or not English should be the official language of the U.S. ^{Proponents} ~~Naysayers~~ believe that declaring English as the official language of the U.S. will bring everyone closer together and it will help social equality. On the other hand, ^{naysayers} ~~proponents~~ of making English the official language feel that a person should not be forced to learn a new language in order to live somewhere and feel comfortable living there. Although some people believe ~~English~~ that English should not be declared as the official language of U.S., nevertheless, most of the U.S. population including Hispanic immigrants have agreed to make English the official language of the U.S. for ^{a variety} ~~numerous~~ of reasons.

Some people feel that even though English ^{is} the most spoken language in the U.S., it should not be the official language because there are many people that don't speak English and that the U.S. is supposed to support them. "The United States is required by law... as their primary language" (text 2). Even though the author of text 2, Elliot Lam, believes that English should not be declared as the official language, he is mistaken because he overlooks the

Name _____ Date _____

Reading an ELA Regents Exemplar June 2017

Directions: Based on the exemplar provided, answer the following questions.

What is the topic of, issue, or question asked in this argument essay?

In your own words, what is **structured recess**?

What is the **thesis** of this paper?

What is the writer's **claim**?

What is the writer's **counterclaim**?

Give 1-2 examples the writer uses for *counterclaim*:

Give 3-4 examples the writer uses to support the *claim*:

Did they use 3 of the 4 texts? _____

How many did they use? _____

Did they *cite* them all? _____

Words I did NOT understand:

Thanks!

Any questions?

You can email us at:

- x mgoldacker@ccsdli.org
- x kwynne@ccsdli.org

