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**Professional Development Series for Grades 3-12:  
Content Literacy in Action (Supporting Literacy in  
All Content Areas)**

**Session 11: Writing Frames**

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November 30, 2022

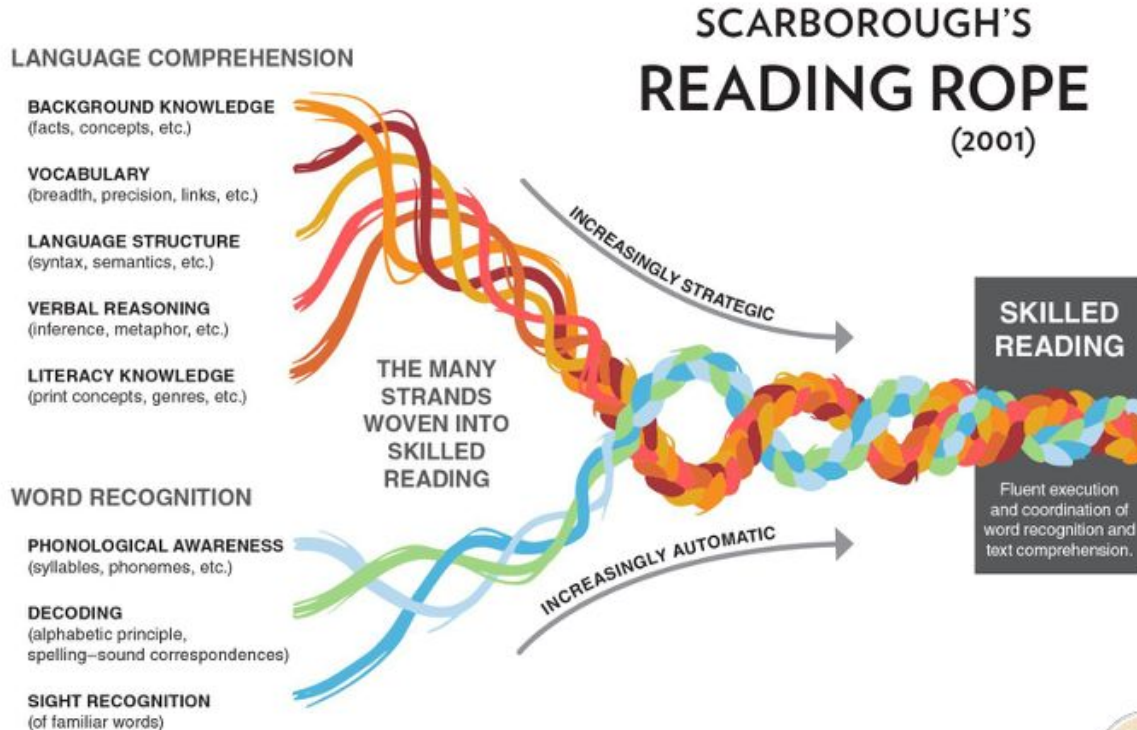
# Objectives

- Participants will be able to
  - implement the Writing Frames Support with students while using High Quality Instructional Materials.

# Agenda

- Review of Content Literacy Series
- Purpose of Writing Frames Support
- Writing Frames In Action
- Next Steps
- Closure

# Literacy in Grades 3-12



# Content Literacy Series

- The [Content Literacy Series](#) builds proficiency within the four areas of literacy (reading, writing, speaking, and listening) using High Quality Instructional Materials in a whole class setting.
  - Reading
    - Whole Class Read Aloud
    - Partner Reading
    - Independent Reading
    - Annotating Text
    - Direct and Explicit Vocabulary Instruction
    - Reading and Writing for a Purpose

# Content Literacy Series Continued

- Writing
  - Creating a Claim
  - Reading and Writing for a Purpose
  - Summary Writing to Develop Comprehension
  - Using Rubrics
  - Using Student Exemplars
  - [Writing Frames](#)
- Speaking and Listening (coming soon)
  - Discussion Tracker
  - Socratic Seminar
  - Fishbowl Discussion

# Purpose of Writing Frames

- to give students a structure to communicate what they are trying to say in a coherent and academic manner
- to develop an understanding and application of the concepts of the content area text
- to understand the parts of sentences and paragraphs, as well as improve overall writing proficiency

# Writing Frames Pre-Work

- **Understand** what a writing frame is: “A writing frame consists of a skeleton outline to scaffold children's non-fiction writing. The skeleton framework consists of different keywords or phrases, according to the particular generic form.” (Wray and Lewis). The intention is to provide the support as long as it is needed and start to scaffold it away as students become more proficient.
- **Preview or create** a writing prompt or task question. Consider what type of writing the students are doing, and what writing frame works best. Examples included here are: explanation, argumentative, analysis/prediction, and cause and effect, but you are free to create your own or use others as you understand the process of how to implement.
- **Develop** an exemplar using the frame so your own thought process and expectations for students are clear.



# Writing Frames in Action

- **Step 1:** Display the writing prompt and help students deconstruct it so that students know what is being asked of them.
- **Step 2:** Display the writing prompt and explicitly model filling out the writing frame. You can use a similar prompt to do this or select a potential response for the prompt presented. Try not to pick the most obvious response because that will leave students wondering what to write about. In your explicit model, include your thinking for why you chose those words and where or how they can be found or developed. Model your use of transition words and connectives, and why you chose those. Students can use your thought process when filling theirs out as a guide. They can add and take away from your process as needed, but they should have a firm starting point and process that they could use.

# Writing Frames in Action

- **Step 3:** Allow students the opportunity to fill out the writing frame and include scaffolds as needed. Students may need a few opportunities for whole-class construction of the writing frame before they move to a cooperative group or partners and eventually to an independent practice with feedback.
- **Step 4:** Provide the answer inside of the frame, as well as in a paragraph format, so that students can see that the paragraph needs to flow and make sense as ideas and sentences build on each other.
- **Step 5:** Have students proofread their frame to ensure their answers make sense.

# Writing Frames in Action Continued

- Teacher Talk
  - “Good afternoon, class. Today we are going to use writing frames to construct our writing. Writing frames help give us structure for our writing so that our ideas are organized and so we include the most essential information in our answer. They also help us display a complete understanding of the content we are writing about.”
  - “The goal when we are using the writing frames is to think about what things are there for us to fill out and start to internalize those things and the order they happen in so that we can write like that when the frames are no longer available.”
  - “Today we are going to work on building out our explanation for our prompt: Why are wind turbines an excellent fuel source?”

# Writing Frames in Action Continued

- Teacher Talk
  - “Here is our frame. Let’s fill this one out together, and you will complete the next one in your cooperative groups.”

## Explanation

- (Provide a direct answer to the question here)...
- There are many reasons for ... The chief reason is...
- Another reason is...
- A further reason is...
- Therefore, this is why...

Three stacked gray rectangular boxes, each with a thin black border, intended for students to write their responses to the explanation prompts.

## Next Steps

- Look at upcoming lessons to decide which texts would be best to model how to use this support.
- Print or bookmark the supports so that you can refer back to the explicit directions.
- Ask yourself after the lesson if you highlighted the intentionality required from that support. Are you noticing a difference as a result of implementation?



# Closure

- Direct and explicit instruction is the best way to help struggling readers. The modeling and think-a-loud piece of this support is providing the largest impact.
- Students will become much more proficient with structuring and organizing their writing when they see what good writing looks like and where the information comes from on a consistent basis.
- Using writing frames allows teachers to provide scaffolding for all students, but especially to students with disabilities or English language learners.

# Questions or Comments

If you have any questions or comments you can reach out to [louisianaliteracy@la.gov](mailto:louisianaliteracy@la.gov).

