**Putting the Pluriliteracies Approach into Practice: Writing Frames for History and Political Sciences**

**A project by prospective CLIL teachers for History and Political Sciences (Berlin 2014)**

In June 2014 the participants of the Graz Group’s network meeting travelled back to their respective countries with some homework to do: They were supposed to put the Pluriliteracies Approach into practice taking the subject-specific genres into consideration.

Prospective CLIL teachers from Berlin took up the challenge and developed writing frames for their students which reflect two different stages of the intermediate level on the conceptualizing as well as on the communicating continuum of the Graz Group Model. The writing frames are therefore designed to scaffold and gradually improve the students’ text production skills including subject specific conceptualization as well as communication.

The writing frames presented here reflect the scientific culture of the respective subject as perceived by the practitioners involved and can not claim universal validity. They should rather be regarded as examples of how the subject specific genre conventions can be made visible and put to use: The writing frames can serve to enhance the students’ awareness of those conventions and improve the students’ability to think and communicate like a prospective member of the scientific discourse community.