

# ELPS Instructional Tool



SENTENCE FRAMES AND PROBING QUESTIONS

# *A Language Development Process for **Beginning** and **Intermediate** English Language Learners*



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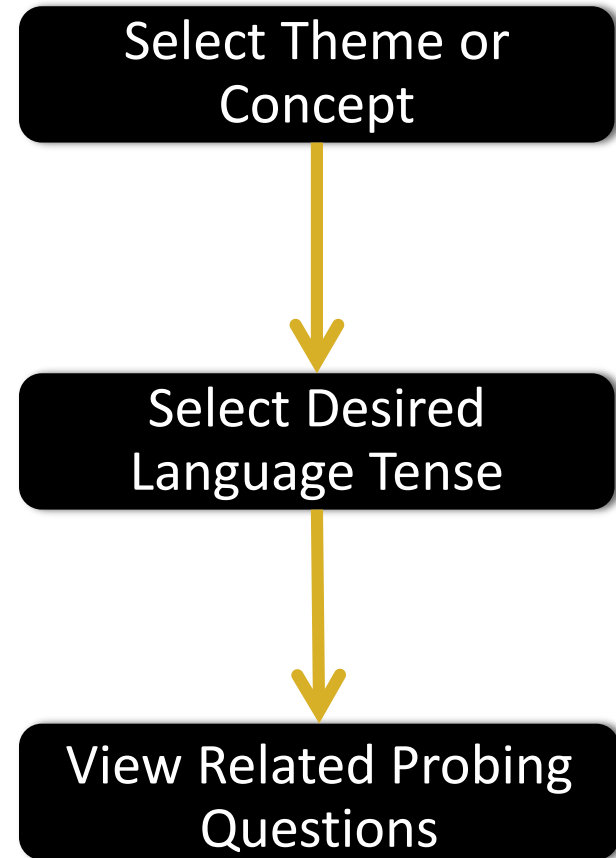
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# USING THE SENTENCE FRAMES TOOL

- This tool is organized with links to sentence frames to assist teachers in supporting the progression from simple to complex language skills based on language tense.
- Follow the links to access applicable frames and probing questions.
- Clicking the  will return you to the Theme/Concept. Click the  to return to the Table of Contents.



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# CAUSE AND EFFECT – PRESENT TENSE

- I am \_\_\_\_\_ because \_\_\_\_\_.
- When \_\_\_\_\_, then \_\_\_\_\_.
- The (person/character) is \_\_\_\_\_ because \_\_\_\_\_.
- We have to change \_\_\_\_\_ so \_\_\_\_\_.
- Our results are the (same/different) because \_\_\_\_\_.
- I know \_\_\_\_\_ is \_\_\_\_\_ because \_\_\_\_\_.



# CAUSE AND EFFECT – PAST TENSE

- I believed \_\_\_\_\_ because I \_\_\_\_\_.
- The character changed when \_\_\_\_\_.
- The pattern was \_\_\_\_\_ (because/since) \_\_\_\_\_.
- Our results were (not the same/the same) because \_\_\_\_\_.
- I did \_\_\_\_\_ first because I knew \_\_\_\_\_.
- I remembered \_\_\_\_\_ because \_\_\_\_\_.



# CAUSE AND EFFECT – FUTURE TENSE

- (She/He) will be \_\_\_\_\_ since \_\_\_\_\_.
- I will \_\_\_\_\_ so I can \_\_\_\_\_.
- We will need to \_\_\_\_\_ so the  
\_\_\_\_\_.
- Tomorrow I need to \_\_\_\_\_ so I can \_\_\_\_\_.
- Since the character \_\_\_\_\_, then (he/she) will  
have to \_\_\_\_\_.
- Our experiment may not work since we  
\_\_\_\_\_.



# CAUSE AND EFFECT – PROBING QUESTIONS

- What would result if?
- What caused the \_\_\_\_\_ to \_\_\_\_\_?
- Why do you think \_\_\_\_\_ changed the results?
- How might \_\_\_\_\_ affect \_\_\_\_\_?
- What could (we/you) change so \_\_\_\_\_?
- What is another way to get the same results?
- Why do you think \_\_\_\_\_ happened?
- Which event in the story caused \_\_\_\_\_?



# COMPARE AND CONTRAST – PRESENT TENSE

- I am (looking at/comparing) the \_\_\_\_\_ and the \_\_\_\_\_.
- The \_\_\_\_\_ are the same. The \_\_\_\_\_ are different.
- I can see that the \_\_\_\_\_ and the \_\_\_\_\_ are the (same/different).
- On our T-chart, we are writing the \_\_\_\_\_ on one side. The other side has \_\_\_\_\_.
- The \_\_\_\_\_ is changing because \_\_\_\_\_.
- One has \_\_\_\_\_ and the other has \_\_\_\_\_.



# COMPARE AND CONTRAST – PAST TENSE

- I saw how the \_\_\_\_\_ and the \_\_\_\_\_ stayed the same.
- The characters were different because \_\_\_\_\_.
- I compared the \_\_\_\_\_ and \_\_\_\_\_. They are the (same/different).
- The main character was \_\_\_\_\_ because \_\_\_\_\_.
- All the numbers were \_\_\_\_\_.
- I (looked at/analyzed) the \_\_\_\_\_ as well as \_\_\_\_\_.





# COMPARE AND CONTRAST – FUTURE TENSE

- I will look at \_\_\_\_\_ in contrast to \_\_\_\_\_.
- We will be comparing the \_\_\_\_\_ and the \_\_\_\_\_.
- My group will be measuring the \_\_\_\_\_ to put them in order.
- (I/We) will have to (pick/select) the \_\_\_\_\_ that we like best.
- We will compare \_\_\_\_\_ as opposed to \_\_\_\_\_.
- The \_\_\_\_\_ will have to be compared with the \_\_\_\_\_.



# COMPARE AND CONTRAST – PROBING QUESTIONS

- How (would/could) you (compare/contrast) \_\_\_\_\_?
- Which is the best answer?
- Why do you think \_\_\_\_\_ are (similar/different)?
- How did \_\_\_\_\_ (contrast/compare) to \_\_\_\_\_?
- In what ways are \_\_\_\_\_ and \_\_\_\_\_ (similar/different)?
- How was \_\_\_\_\_ (different/same) from \_\_\_\_\_?
- Where did \_\_\_\_\_ begin to change?
- How were the \_\_\_\_\_ (similar/different) in as (opposed to/ in comparison to) \_\_\_\_\_?



# EVALUATION – PRESENT TENSE

- (I/We) (like/don't like) \_\_\_\_\_ because \_\_\_\_\_.
- I don't understand why \_\_\_\_\_.
- I can see why the \_\_\_\_\_ because \_\_\_\_\_.
- I have a question about \_\_\_\_\_.
- My group thinks that the answer is \_\_\_\_\_.
- (I/We) (agree/don't agree) with \_\_\_\_\_.



# EVALUATION – PAST TENSE

- I felt that \_\_\_\_\_ because \_\_\_\_\_.
- The main difference was \_\_\_\_\_.
- Our prediction was correct because \_\_\_\_\_.
- (Our/my) answer was \_\_\_\_\_ because \_\_\_\_\_.
- I discovered that \_\_\_\_\_ since the \_\_\_\_\_.
- When (I/we) compared \_\_\_\_\_, I found that the \_\_\_\_\_.



# EVALUATION – FUTURE TENSE

- I will need to \_\_\_\_\_ for the answer.
- I feel that the \_\_\_\_\_ will \_\_\_\_\_.
- If I were to be \_\_\_\_\_, I (would/could) \_\_\_\_\_.
- We have to \_\_\_\_\_ to keep the same pattern.
- I do not think the character will \_\_\_\_\_ since \_\_\_\_\_.
- Based on the pattern, the numbers will \_\_\_\_\_.



# EVALUATION – PROBING QUESTIONS

- What is the relationship between \_\_\_\_\_?
- Why do you (agree/disagree) \_\_\_\_\_?
- (Would/could) you change \_\_\_\_\_ to get different results?
- Why do you feel \_\_\_\_\_?
- How did you (determine/find) your answer?
- Why do you (agree/disagree) with \_\_\_\_\_?
- What might be a possible answer?
- How did the (relationship/actions of) \_\_\_\_\_ affect the (results/ending)?



# INFERENCE AND PREDICTION – PRESENT TENSE

- I think that \_\_\_\_\_.
- The \_\_\_\_\_ may be \_\_\_\_\_.
- I think the numbers are \_\_\_\_\_ because \_\_\_\_\_.
- (She/He) is not \_\_\_\_\_, so maybe \_\_\_\_\_.
- I (do not believe/believe) that \_\_\_\_\_ is true since \_\_\_\_\_.
- I feel that the character is \_\_\_\_\_ because (he/she) \_\_\_\_\_.



# INFERENCE AND PREDICTION – PAST TENSE

- I (thought/predicted) that \_\_\_\_\_.
- (She/He) was probably \_\_\_\_\_ since \_\_\_\_\_.
- At first, I thought \_\_\_\_\_, but now \_\_\_\_\_.
- The character had to \_\_\_\_\_ because \_\_\_\_\_.
- I thought \_\_\_\_\_ was \_\_\_\_\_ since \_\_\_\_\_.
- The (happiest/scariest) moment was when \_\_\_\_\_.





# INFERENCE AND PREDICTION – FUTURE TENSE

- The \_\_\_\_\_ might be \_\_\_\_\_.
- One possible (answer/solution) might be \_\_\_\_\_.
- The \_\_\_\_\_ will change because \_\_\_\_\_.
- I predict that the \_\_\_\_\_ will \_\_\_\_\_.
- We (think/believe) the story will end with  
\_\_\_\_\_.
- I think \_\_\_\_\_ could \_\_\_\_\_ because  
\_\_\_\_\_.



# INFERENCE AND PREDICTION – PROBING QUESTIONS

- What could change if \_\_\_\_\_?
- Why do you think \_\_\_\_\_?
- What would (happen/result) if \_\_\_\_\_?
- Why do you think \_\_\_\_\_ changed?
- How do you think \_\_\_\_\_ felt at the (beginning/end)?
- Based on \_\_\_\_\_, which one is a possible answer?
- How do you think the character felt (before/after) \_\_\_\_\_?
- When do you think \_\_\_\_\_ began to change?



# ORGANIZE AND CLASSIFY – PRESENT TENSE

- I put the \_\_\_\_\_ in one group. I put the \_\_\_\_\_ in another group.
- (I/We) can see that the \_\_\_\_\_ are the same and the \_\_\_\_\_ are different.
- The \_\_\_\_\_ are arranged from \_\_\_\_\_ to \_\_\_\_\_.
- My \_\_\_\_\_ is organized by \_\_\_\_\_.
- There are \_\_\_\_\_ types; \_\_\_\_\_ is one type and \_\_\_\_\_ is the other type.
- We have to identify the \_\_\_\_\_ so we can organize the \_\_\_\_\_ by \_\_\_\_\_.



# ORGANIZE AND CLASSIFY – PAST TENSE

- The \_\_\_\_\_ was sorted by \_\_\_\_\_.
- I saw \_\_\_\_\_ are the same. I saw \_\_\_\_\_ are different.
- We (put/wrote) the \_\_\_\_\_ in this order because \_\_\_\_\_.
- (I/We) (saw/observed) that there are \_\_\_\_\_ groups because \_\_\_\_\_.
- We (picked/selected) \_\_\_\_\_ by their \_\_\_\_\_ and \_\_\_\_\_.
- First I (arranged/placed) the \_\_\_\_\_ together. Then, I (arranged/placed) the \_\_\_\_\_ together.



# ORGANIZE AND CLASSIFY – FUTURE TENSE

- I will see how the \_\_\_\_\_ are the (same/different).
- My group will (classify/group) by \_\_\_\_\_.
- We need to (arrange/organize) the \_\_\_\_\_ by \_\_\_\_\_.
- After we look at the \_\_\_\_\_, we will have to (order/sort) them by \_\_\_\_\_.
- We will need to (see/determine) if \_\_\_\_\_ are the same or different.
- First, we will need to examine the \_\_\_\_\_. Then, we will write \_\_\_\_\_.



# ORGANIZE AND CLASSIFY – PROBING QUESTIONS

- In what ways could you organize and classify the information?
- Why did you (arrange/place) the \_\_\_\_ in that (manner/way)?
- How will you (sort out/group) your information?
- What are some other possible ways to (organize/classify) your information?
- How are we going to (organize/arrange) the \_\_\_\_\_?
- How did you choose your (categories/groups)?
- Where do you think \_\_\_\_\_ (belongs/should be placed)?
- Why do you think \_\_\_\_\_ could go in (more than one/multiple) group(s)?



# SUMMARIZE AND PARAPHRASE— PRESENT TENSE

- The story is about \_\_\_\_\_.
- The best part is \_\_\_\_\_ because \_\_\_\_\_.
- The main idea is \_\_\_\_\_.
- First, \_\_\_\_\_. Then, \_\_\_\_\_. Finally, \_\_\_\_\_.
- In the end, the \_\_\_\_\_ and the \_\_\_\_\_.
- (My/Our) conclusion is \_\_\_\_\_ since the \_\_\_\_\_.



# SUMMARIZE AND PARAPHRASE— PAST TENSE

- I read about \_\_\_\_\_.
- The \_\_\_\_\_ was mainly about \_\_\_\_\_.
- The author wrote about \_\_\_\_\_.
- The \_\_\_\_\_ started with \_\_\_\_\_ and ended with \_\_\_\_\_.
- We found that \_\_\_\_\_ when we changed the \_\_\_\_\_.
- The best part of the story was \_\_\_\_\_.





# SUMMARIZE AND PARAPHRASE— FUTURE TENSE

- First, (I/we) will \_\_\_\_\_. Then, (I/we) will \_\_\_\_\_. Finally, (I/we) will \_\_\_\_\_.
- Tomorrow, we need to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- My (conclusion/information) will show that \_\_\_\_\_.
- I will need to improve \_\_\_\_\_ in order to \_\_\_\_\_.
- The (hardest/easiest) part will be \_\_\_\_\_.
- To find the pattern, we will have to \_\_\_\_\_.



# SUMMARIZE AND PARAPHRASE— PROBING QUESTIONS

- What do we already know about \_\_\_\_\_?
- (What/Which) evidence/information did you use for \_\_\_\_\_?
- Explain why \_\_\_\_\_.
- What exactly do you mean by \_\_\_\_\_?
- Tell me more about \_\_\_\_\_.
- How did you find the answer?
- Which were the main points of the story?
- How would you (describe/explain) the \_\_\_\_\_ of the \_\_\_\_\_?

