

SENTENCE STEMS & FRAMES



Simple, powerful, easily differentiated scaffolds that help students speak & write with confidence.

- A sentence stem is an open-ended starter: "I noticed that..." that doesn't box them in.
- A sentence frame adds more structure for vocabulary: "The __ is important because __."

Use them verbally, in writing, or both because they boost participation, support diverse learners, and help every student sound like the capable thinkers they are.

SENTENCE STEMS

- Provide a starter only
- Student fills in the rest
- More open-ended

SENTENCE FRAMES

- Provide more of the structure
- Fill in key academic or content vocabulary
- More controlled support

LITERACY

4TH

I think the character feels...

8TH

Based on the text, I can infer that...

11TH

The author implies that...



The character is probably feeling __ because in paragraph (3) it says __ and that means __.

I can infer that __ because the author states __ and this shows __.

The author implies __ through the use of __, which suggests __.

MATHEMATICS

4TH

I solved the problem by...

8TH

My strategy was to...

11TH

This function represents...



I added _ and _ because I needed to find the total of _.

I used the equation _ because it helped me find _.

The function _ models _ because it shows _ when _.

SCIENCE

2ND

I think ... will happen next.

6TH

Based on the data, I predict...

9TH

The results indicate...



If we add _, then _ will happen.

The data shows that _ increased/decreased when _ was changed.

The results indicate that _ occurred as a result of _.

SOCIAL STUDIES

2ND

A good citizen is someone who...

6TH

This event is important because...

9TH

Society changed because...



_ was a good citizen because they _ and helped _ in their community.

_ influenced _ by causing _, which we still see today in _.

As a result of _, society shifted from _ to _, affecting _ long after the event.



AI PROMPT

I am planning a [grade level] [subject] unit aligned to TEKS [# & full language]. Using research-based instructional strategies for academic language acquisition, suggest 2-3 open-ended sentence stems to guide verbal discourse and 2-3 structured sentence frames with Tier 2/3 vocabulary for academic response. Include brief ways to scaffold these supports up or down for diverse learners.