Sentence Frames for Language Development

Sentence frames are a recognized method of developing academic language.

The website: http://teachersites.schoolworld.com/webpages/Hultenius/sentence.cfm shared some examples of sentence frames to help students explain, describe and clarify what they are thinking—this helps ELL and all students learning formal language structures. These examples cane be enlarged for a class display. The first sentence frame on each page is for students just beginning to learn English. The second is for Speech Emergence then Intermediate, and Advanced Fluency. Thanks to Miss Hultenius, Chula Vista CA for sharing!

Making Inferences

- **Using clues to figure out what is really happening in the story.**
- **Reading "between the lines."**

1. _____are / are not _____.
2. _____ are / are not _____ because _____.
3. Based on _____, I infer that _____.
4. Based on _____, I infer that _____, because _____.

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Making Predictions

- **Guessing what will happen next based on information or illustrations in the story.**

1	Because the character ____, I predict s/he will _____. Because the main character ran away from home, I predict that he will…
2	At first I thought _____, but now I believe _____.
3	I think ___ will _____ because _____ usually ____.
4	Since _____, I can assume that ___ will _____. Since it's been raining all week, I can assume that the game will be cancelled.

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Reading & Writing Instructions

- ***Step-by-step directions*** often do NOT include ***transition words***.

- Putting ***transition words*** into the ***instructions*** makes it easier to understand.

5. Ask yourself: What ***order*** do the events happen?
   How many steps are there?

6. Understanding ***Sequence of events*** helps you answer comprehension questions.

Writing & Following Directions

Three Step Directions

- First, _____.
- Next, _____.
- Finally, _____.

- Step 1: _____.
- Step 2: _____.
- Step 3: _____.

Four Step Directions

- First, _____.
- Next, _____.
- Then, _____.
- Finally, _____.

- Step 1: _____.
- Step 2: _____.
- Step 3: _____.
- Step 4: _____.

Writing & Following Directions

Five Step Directions

- First, _____.
- Next, _____.
- Then, _____.
- After that, _____.
- Finally, _____.

- Step 1: _____.
- Step 2: _____.
- Step 3: _____.

Six Step Directions

- To begin, _____.
- Then, _____.
- Following that, _____.
- Next, _____.
- After that, _____.
- At the end, _____.

- Step 1: _____.
- Step 2: _____.
- Step 3: _____.
- Step 4: _____.

Compare and Contrast

Compare = same	Contrast = different

1 _____ and _____ are _____.
2 Both _____ and _____ have _____.
3 ___and ___ are both similar because they both _____.
4 There are several major differences between ___ and ___. The most notable is _____.

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Monitor and Clarify

- **Monitor** is when you ask yourself if what you are reading makes sense.
- **Clarify** is when you use strategies to figure out the meaning of text.

1. The part about _____did not make sense so I reread and now I know _____.
2. The part about _____did not make sense so I read two sentences back and two sentences forward and now I know _____.
3. I didn't know the word _____ but I used context clues to figure out that it means _____.
4. The part about _____ confused me so I _____ to figure it out.

reread / read ahead / used context clues / used the dictionary / used pictures

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Summarizing

1 _____ is _____.
2 _____ is _____, and the result is _____.
3 In summary, _____
4 The story is about _____. In addition, _____. Consequently, _____.

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Coming to Consensus

Reaching an Agreement

1. I like ____’s idea because _____.
2. I prefer _____’s idea because _____.
3. I agree that ____ because _____.
4. I agree with you up to a point, but I think that _____.
5. I am willing to change my answer because _____.

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Collaborative Discussions

1. I think we should_____.
2. I think that__ would be a good symbol because it represents__.
3. Where should we put the _____?
4. I like your idea about _____.

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Making Judgments

1	I believe _____ is (right/wrong) because _____.
2	I believe____ did the (right/wrong) thing because___.
3	I believe _____ should have _____, because_____.
4	I believe_____ did the (right/wrong) thing, but _____ should have _____.

Making Judgments

1. I think _____ is (moral/immoral) because _____.
2. I think ___ did the (moral/immoral) thing because__.
3. I think ___ did the (moral/immoral) thing but_____.
4. I think_____ did the (moral/immoral) thing, but _____ should have _____.

Making Judgments

1. I think _____ is _____ because _____.
2. I think ___ did the _____ thing because_____.
3. I think ___ did the _____ thing but_____.
4. I think_____ did the _____ thing, but _____ should have _____.

AUTHOR'S VIEWPOINT

1.) The author believes/thinks/argues that _____.

2.) The author believes/thinks/argues that _____ because _____.

3.) To support his/her belief/argument/opinion that _____, the author says/states that _____.

4.) The author supports his/her belief/argument/opinion that _____, is (stating the fact/pointing our) that _____.

CAUSE & EFFECT

1.) _____is _____.

2.) _____ came to _____, so _____ went to _____. He/she _____, because.

3.) Since/Because _____ is _____, _____ decides to _____.If _____, then _____.

4.) Since/Because _____ is _____, _____.

5.) Due to the fact that _____, _____ decided to _____. If _____, then _____ would have _____.

6.) Due to the fact that _____. If _____ would have _____, then _____

CLASSIFYING & CATEGORIZING

1.) There are _____types of _____. _____ and _____ are _____. A category is _____. The categories are _____.

2.) _____, _____, and _____ all have _____. _____, _____ and _____are all examples of _____.

3.) Both _____ and _____ could be classified as _____. I should classify _____, _____ and _____ in the category of _____.

4.) Given the _____ of _____, we should categorize them as _____. Since _____ have _____, I should classify _____ in this category

KNOWLEDGE

KNOWLEDGE: I can recall or recognize information, ideas, and principles in the approximate form in which they are learned.

- How is (are) _____?
- How would you define _____?
- How would you identify _____?
- How would you recognize _____?
- What do you remember about _____?
- What is (are) _____?
- When did _____?
- Where did _____?
- Where is (are) _____?
- Which one _____?
- Who was _____?
- Who were _____?
- Why did _____?
- You can tell that _____?

COMPREHENSION

COMPREHENSION: I can understand the main idea of material heard, viewed, or read. I am able to interpret or summarize the ideas in my own words.

- How can you describe _____?
- How would you generalize ____?
- How would you clarify the meaning _____?
- How would you compare _____? Contrast?
- How would you distinguish the type of ____?
- How would you express _____?
- How would you identify _____?
- What can you infer from _____?
- What can you predict about _____?
- What did _____ look like?
- What did you observe _____?
- What facts or ideas demonstrate _____?
- Which statements explain _____?
- Will you restate _____? Elaborate?

APPLICATION

APPLICATION: I am able to apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience.

- How could you apply what you read to construct___?
- How could you develop _____?
- How could you dramatize ____ after reading___?
- How could you illustrate ____ after writing___?
- How would you change _____?
- How would you demonstrate _____?
- How would you develop ____ to present___?
- How would you gain control of _____ to adapt___?
- How would you present ____?
- How would you use the facts to investigate ___?
- What actions would you take to perform _____?
- What other action would you use to _____?
- What other way would you choose to _____?
- What would the result be if _____?
- How would you alter _____ to _____?
- How would you manipulate _____ to _____?

ANALYSIS

ANALYSIS: I can break down a concept or idea into parts and show relationships among the parts.

- How can you classify _____ according to _____?
- How can you compare the different parts _____?
- How can you sort the parts _____?
- How can you distinguish the parts of _____?
- How is _____ connected to _____?
- How would you explain _____?
- How would you monitor _____?
- What can you infer ____?
- What can you point out about _____?
- What conclusions can you deduce _____?
- What evidence can you list for _____?
- What explanation do you have for ____?
- What ideas validate _____?
- What is the reason _____?
- What is the relationship between _____?
- What is your analysis of _____?
- Why do you think _____?

SYNTHESIS

SYNTHESIS: I can brings together parts (elements, compounds) of knowledge to form a whole and build relationships for new situations.

- How could you improve the plan for _____?
- How could you write (publish) a story about _____?
- How would you combine ____to create a different ____?
- How would you compile the facts for _____?
- How would you design a model that would change _____?
- How would you explain the reason _____?
- How would you formulate _____?
- How would you generate a plan to _____?
- How would you portray _____?
- Predict the outcome if _____?
- What alternative would you suggest for _____?
- What changes would you make to revise _____?
- What could be combined to improved (modify) _____?
- What could be done to integrate _____?
- What could you invent _____?
- What facts can you gather _____?
- What theory can you develop about ____?
- What would happen if _____?

Evaluate

EVALUATION: Makes informed judgments about the value of ideas or materials.
Uses standards and criteria to support opinions and views.

- How could you verify? Perceive? Decide _____?
- How would you assess the _____?
- How would you critique the ideas _____?
- How would you determine the facts _____?
- How would you prove? Disprove _____?
- What choice would you have made _____?
- What data was used to evaluate _____?
- What information would you use to prioritize the facts?
- What is your opinion of__?
- What would you choose _____?

READING JOURNAL TOPICS

1. I like/dislike this book because_____.
2. This book makes me want to_____.
3. The big ideas in the book were_____.
4. If I were the author I would change_____.
5. I noticed that the author_____.
6. My feelings about the (book, characters) changed when_____.
7. What I want to remember about this book is_____.
8. I think that the illustrations_____.
9. I question the accuracy of_____.
10. The genre of this book is…because_____.
11. I thought the book was unrealistic/realistic because_____.
12. I found this book hard to follow because_____.
13. The title of this book says to me_____.
14. My prediction about the book is_____.
15. This book reminds me of another book I read_____.
16. Some important details I noticed were_____.
17. The author got me interested when_____.
18. I think the setting _____ (could/could not) be a real place because_____.
19. One powerful character in the story is_____.
20. I think the _____ (season/time) affects the characters because _____.
21. I believe the bravest character is _____ because_____.
22. I think _____ could also be in the story because_____.
23. I _____(like/dislike) the part in the book when _____ because_____.

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16. Some important details I noticed were…
17. The author got me interested when…
18. Could the setting be a real place in our time?
19. Are there any powerful characters in the story?
20. Does the season or time affect the characters?
21. Who is the bravest character? Why?
22. Who else could be in the story?
23. I like/dislike this part of the book because…
24. Other topic…

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Summary Frames: How to write a summary

If the **main idea** of the paragraph is **description/definition**, use the frame:

⇒ "A _____ is a kind of _____ that _____ ."

If the **main idea** of the paragraph is **problem/solution**, use the frame:

⇒ " _____ wanted _____ but _____ so _____ ."

If the **main idea** of the paragraph is **compare/contrast**, use the frame:

⇒ "X and Y are similar in that they both ____, but X ____ , while Y ___ ."

If the **main idea** of the paragraph is **sequence of events** use the frame:

⇒ " ____ begins with ____ , continues with ____ and ends with ____ ."

If the **main idea** of the paragraph is **cause/effect**, use the frame:

⇒" ____ happens because ____ ."