

Language Functions and Sentence Frames (Grades K–2)

We use language to describe, compare, contrast, predict, and to categorize information. Each function uses the same basic sentence structure, or syntax, which can be demonstrated using a sentence frame.

Language Functions and Sentence Frames		
Function	Beginning	Intermediate and Advanced
Describing Nouns	A ____ has ____. A ____ is ____.	A ____ has ____, ____, and ____. A ____ is ____, ____, and ____.
<i>Examples</i>	<i>A <u>square</u> has <u>four sides</u>.</i>	<i>A <u>triangle</u> has <u>three sides</u>, <u>three vertices</u>, and <u>no curves</u>.</i>
Categorizing	A ____ is a ____.	A ____ is a ____ because ____. A ____ is not a ____ because ____.
<i>Examples</i>	<i><u>Two</u> is an <u>even number</u>.</i>	<i><u>Four</u> is an <u>even number</u> because <u>it can be divided into two equal groups</u>. <u>Four</u> is not an <u>odd number</u> because <u>nothing is left over when you make two groups</u>.</i>
Describing Location	The ____ is next to the ____.	The ____ is next to the ____ and below the ____.
<i>Examples</i>	<i>A <u>square</u> is next to the <u>triangle</u>.</i>	<i>The <u>square</u> is next to the <u>triangle</u> and below the <u>circle</u>.</i>
Compare/Contrast	A ____ has ____. A ____ is ____.	A ____ has ____, but a ____ has ____. ____ and ____ both have ____.
<i>Examples</i>	<i>This <u>group</u> has <u>three blocks</u>.</i>	<i>This <u>group</u> has <u>three blocks</u>, but <u>that group</u> has <u>five blocks</u>. Both <u>groups</u> have <u>blocks</u>.</i>
Summarize	A ____ has ____ and ____. ____ is ____ and ____.	____ always have ____. Some ____ are ____ and some are ____.
<i>Examples</i>	<i>The <u>class</u> has <u>9 boys</u> and <u>11 girls</u>.</i>	<i>The <u>class</u> always has <u>twenty students</u>. Some <u>students</u> are <u>absent</u> and some are <u>present</u>.</i>

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Language Functions and Sentence Frames		
Function	Beginning	Intermediate and Advanced
Sequence	First, _____. Second, _____.	First, _____, and then _____.
<i>Examples</i>	<i>First, I counted the red blocks. Second, I counted the blue blocks.</i>	<i>First, I put the blocks in groups of ten, and then I counted them.</i>
Giving and Following Directions	Point to the _____. Draw a _____.	Put the ____ below the _____. Draw a ____ around the ____ and a ____ above the _____.
<i>Examples</i>	<i>Draw a square.</i>	<i>Put the square below the triangle.</i>
Hypothesizing	N/A	If _____, then _____ will _____.
<i>Examples</i>	N/A	<i>If I put thirty-six blocks in groups of ten, then I will have some blocks left over.</i>
Predicting	The _____ will have _____. The _____ will be _____.	I predict that _____ will _____. I predict that _____ will _____ because _____.
<i>Examples</i>	<i>The next block will be green.</i>	<i>I predict that the next block will be green. I predict that the next block will be green because the pattern goes green-red-green-red.</i>
Making Inferences	N/A	A _____ has _____, _____, and _____. A _____ is _____, _____, and _____.
<i>Examples</i>	N/A	<i>A triangle has three sides, three vertices, and no curves.</i>
Drawing Conclusions	N/A	I can conclude that _____.
<i>Examples</i>	N/A	<i>I can conclude that there are six blocks left over.</i>
Cause and Effect	The _____ is _____.	_____ because _____.
<i>Examples</i>	<i>The answer is a bigger number.</i>	<i>The answer is a bigger number because we added two numbers together.</i>

Language Functions and Sentence Frames (Grades 3–5)

We use language to describe, compare, contrast, predict, and to categorize information. Each function uses the same basic sentence structure, or syntax, which can be demonstrated using a sentence frame.

Language Functions and Sentence Frames			
Function	Beginning	Intermediate	Advanced
Describing Nouns	A ____ has ____. A ____ is ____.	A ____ has ____, ____, and _____. A ____ is ____, ____, and ____.	A ____ might have ____ or ____, but it will always have ____.
<i>Examples</i>	<i>A <u>square</u> has <u>four sides</u>.</i>	<i>A <u>triangle</u> has <u>three sides</u>, <u>three vertices</u>, and <u>no curves</u>.</i>	<i>A <u>polygon</u> might have <u>four sides</u> or <u>six sides</u>, but it will always have <u>straight sides</u>.</i>
Categorizing	A ____ is a ____.	A ____ is a ____ because ____.	A ____ is a ____ because _____. It is not ____ because _____.
<i>Examples</i>	<i><u>Two</u> is an <u>even number</u>.</i>	<i><u>Four</u> is an <u>even number</u> because <u>it can be divided into</u> <u>two equal groups</u>.</i>	<i><u>Four</u> is an <u>even number</u> because <u>it can</u> <u>be divided into two equal groups</u>. It is <u>not odd</u> because <u>nothing is left over</u>.</i>
Describing Location	The ____ is next to the ____.	The ____ is next to the ____ and below the ____.	The ____ is between the ____, beneath the ____, and to the right of ____.
<i>Examples</i>	<i>A <u>square</u> is next to the <u>triangle</u>.</i>	<i>The <u>square</u> is next to the <u>triangle</u> and below the <u>hexagon</u>.</i>	<i>The <u>square</u> is between the <u>triangle</u> and the <u>rectangle</u>, beneath the <u>hexagon</u>, and to the right of the <u>circle</u>.</i>
Comparing and Contrasting	A ____ has ____. A ____ is ____.	A ____ has ____, but a ____ has _____. ____ and ____ both have ____.	While a ____ and a ____ both have a ____, they are different because ____.
<i>Examples</i>	<i>The <u>first number</u> has <u>three digits</u>.</i>	<i>The <u>second number</u> has <u>two</u> <u>digits</u>, but the <u>third number</u> has <u>four digits</u>.</i>	<i>While the <u>second number</u> and the last number both have <u>two digits</u>, they are different because <u>one is odd</u> and <u>one</u> <u>is even</u>.</i>
Summarizing	A ____ has ____ and _____. ____ is ____ and ____.	____ always have _____. Some ____ are ____ and some are ____.	In conclusion, ____ have ____ and ____; however, ____ are not always ____.
<i>Examples</i>	<i>A <u>fraction</u> has a <u>numerator</u> and a <u>denominator</u>.</i>	<i>The <u>class</u> always has <u>twenty</u> <u>students</u>. Some <u>students</u> are <u>absent</u> and some are <u>present</u>.</i>	<i>In conclusion, <u>fractions</u> have <u>numerators</u> and <u>denominators</u>; however, the <u>numerators</u> are not always <u>smaller than the denominators</u>.</i>

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Language Functions and Sentence Frames			
Function	Beginning	Intermediate	Advanced
Sequencing	First, _____. Second, _____.	First, _____, and then _____.	After _____, _____. Before _____, _____.
<i>Examples</i>	<i>First, I counted the red blocks. Second, I counted the blue blocks.</i>	<i>First, I put the blocks in groups of ten, and then I counted them.</i>	<i>After I put the blocks in groups of ten, I counted them.</i>
Giving and Following Directions	Point to the _____. Draw a _____.	Put the _____ below the _____. Draw a _____ around the _____ and a _____ above the _____.	Put the _____ next to the _____, and you will form a _____.
<i>Examples</i>	<i>Draw a square.</i>	<i>Put the square below the triangle.</i>	<i>Put the triangle next to the other triangle, and you will form a rhombus.</i>
Hypothesizing	N/A	If _____, then _____ will _____.	When _____, the result will _____.
<i>Examples</i>	N/A	<i>If I divide 365 blocks by 10, then I will have some blocks left over.</i>	<i>When dividing an odd number by 10, the result will have a remainder.</i>
Predicting	The _____ will have _____.	I predict that _____ will _____.	I predict that _____ will _____ because _____.
<i>Examples</i>	<i>I will roll a 7.</i>	<i>I predict that I will roll a 7.</i>	<i>I predict that I will roll a 7 because I have rolled it more than any other number.</i>
Making Inferences	N/A	I can infer that _____.	I can infer that _____ because I know _____.
<i>Examples</i>	N/A	<i>I can infer that this is an addition problem.</i>	<i>I can infer that this is an addition problem because I know I need to find the total!</i>
Drawing Conclusions	N/A	I can conclude that _____.	I can conclude that _____ because _____ and _____.
<i>Examples</i>	N/A	<i>I can conclude that x is 5.</i>	<i>I can conclude that x is 5 because 2 times x is 10.</i>
Explaining Cause and Effect	The _____ is _____.	_____ because _____.	_____ caused _____ to _____.
<i>Examples</i>	<i>The answer is a negative number.</i>	<i>The answer is a negative number because we multiplied by a negative number.</i>	<i>Multiplying by a negative number caused the answer to be negative.</i>

Language Functions and Sentence Frames (Grades 6–12)

We use language to describe, compare, contrast, predict, and to categorize information. Each function uses the same basic sentence structure, or syntax, which can be demonstrated using a sentence frame.

Language Functions and Sentence Frames		
Function	Beginning	Intermediate/Advanced
Describing	A ____ has ____.	A ____ has ____ and ____.
<i>Examples</i>	<i>An <u>equilateral triangle</u> has <u>three congruent angles</u>.</i>	<i>An <u>equilateral triangle</u> has <u>three congruent angles</u> and <u>three congruent sides</u>.</i>
Comparing	A ____ has ____. A ____ has ____.	A ____ has ____, but ____ has ____. Although ____ and ____ are the same in that ____, they are different because ____.
<i>Examples</i>	<i>An <u>equilateral triangle</u> has <u>three congruent angles</u>. An <u>isosceles triangle</u> has <u>two congruent angles</u>.</i>	<i>An <u>equilateral triangle</u> has <u>three congruent angles</u>, but an <u>isosceles triangle</u> has <u>two congruent angles</u>. Although an <u>equilateral triangle</u> and an <u>isosceles triangle</u> are the same in that <u>they have three angles</u>, they are different because an <u>equilateral triangle</u> has <u>three congruent angles</u> and an <u>isosceles triangle</u> has <u>two congruent angles</u>.</i>
Categorizing	The ____ is a _____. It is _____, because _____.	A ____ is a _____, because _____ and _____.
<i>Examples</i>	<i>A <u>quadrilateral</u> is a <u>polygon</u>. It is a <u>polygon</u>, because <u>it is closed</u>.</i>	<i>A <u>quadrilateral</u> is a <u>polygon</u> because <u>it is closed</u> and <u>has four straight sides</u>.</i>
Sequencing	First, _____. Next, _____.	First, _____, and then _____. After _____, _____. Before _____, _____.
<i>Examples</i>	<i>First, <u>I measured the diameter</u>. Next, <u>I tried different ratios</u>.</i>	<i>First, <u>I measured the diameter</u> and then <u>I tried different ratios</u>. After <u>I measured the diameter</u>, <u>I tried different ratios</u>. Before <u>I tried different ratios</u>, <u>I measured the diameter</u>.</i>

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Language Functions and Sentence Frames		
Function	Beginning	Intermediate/Advanced
Hypothesizing	If _____, then _____.	I know that for _____, the _____ is _____.
<i>Examples</i>	<i>If the input value is 2, then the output value is 4.</i>	<i>I know that for every input value of n, the output value is $2n$.</i>
Predicting	_____ will _____.	I predict that _____ will _____. I predict that _____ will _____, because _____.
<i>Examples</i>	<i>I will roll a 7.</i>	<i>I predict that I will roll a 7. I predict that I will roll a 7, because there are more number combinations that equal 7 than any other sum or number on the die.</i>
Making Inferences	I can infer that _____. I think so because _____.	I can infer that _____, because I know _____.
<i>Examples</i>	<i>I can infer that the number is a fraction. I think so because it is not an integer.</i>	<i>I can infer that the number is a fraction, because I know it is not an integer.</i>
Drawing Conclusions	I think the _____ is _____.	I can conclude that _____. I can conclude that _____, because _____ and _____.
<i>Examples</i>	<i>I think the function is $2n$.</i>	<i>I can conclude that the function is $2n$. I can conclude that the function is $2n$, because I multiplied the input value by 2 and the output value was 4.</i>
Explaining Cause and Effect	The _____ is _____.	_____ because _____. Because _____ is _____, the _____ is _____. _____ caused _____ to _____.
<i>Examples</i>	<i>The area of a triangle 10 is 3.</i>	<i>The area of triangle #10 is 3 because if I enclose triangle #10 inside a rectangle, the area of that rectangle is 6. Because the area of triangle #10 is one half the area of the rectangle, the area of triangle #10 is 3. Enclosing triangle #10 inside a rectangle caused the area of triangle #10 to be one half the area of the rectangle.</i>