Language Function 1: Inquiry/Seeking Information

Student uses language to: | Observe and explore the environment, acquire information, inquire
---|---
Examples: | Uses who, what, when, where, and how to gather information
Strategies: | Quick-write, Think Pair Share, Novel Ideas, 5 W’s and How, Question Creation, Chart (Q-Chart)
Cue Words: | In other words, that is to say, according to, specifically, who, what, when, where, why, how

Language Frames

Expressing an Opinion:
- I think/believe that . . .
- In my opinion, . . .
- Based on my experience, I think . . .

Soliciting a Response:
- What do you think?
- We haven’t heard from you yet.
- Do you agree?
- What answer did you get?

Paraphrasing:
- So you are saying that . . .
- In other words, you think . . .
- What I hear you saying is . . .

Language of Inquiry/Seeing information:
- I wonder why . . .
- How does . . . work?
- I’d like to ask you about . . .
- Am I correct in assuming that . . .?
- Could you expand a little bit on what you said about . . .?
- Could you be more specific about . . .?
- Something else I’d like to know is . . .
- If I have understood you correctly, your point is that . . .
- I didn’t understand what you said about . . .
- I’m sorry, could you repeat what you said about . . .?
- Sorry, but I’m not quite clear on . . .

Graphic Organizers

[Table and diagram of graphic organizers are shown]
Language Function 2: Summarizing and Informing

<table>
<thead>
<tr>
<th>Student uses language to:</th>
<th>Identify, report or describe information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td>Recount information presented by teacher or text; retell a story or personal experience</td>
</tr>
<tr>
<td>Strategies:</td>
<td>Novel Ideas Only, Writing Frames</td>
</tr>
<tr>
<td>Cue Words:</td>
<td>In short, in summary, to sum up, finally, all in all, in conclusion</td>
</tr>
</tbody>
</table>

### Language Frames

**Reporting on a Partner’s (or anyone’s) idea:**

- _____ indicated that....
- _____ pointed out to me that....
- _____ emphasized that....
- _____ concluded that....

### Language of Summarizing:

- On the whole...
- Basically he/she is saying that....
- In this text, the author argues that....
- To support the main claim, the author provides evidence that suggests that....

### Language of Informing:

- The advantages of ____ outweigh the disadvantages of ____ insofar as...
- The statistics are misleading because they do/not show...
- These [facts/reasons/data] strongly suggest that... Yet some argue strongly that....

### Graphic Organizers

```
Summarizing Non-Fiction Content

Task:

<table>
<thead>
<tr>
<th>Section Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Ideas 1.</td>
</tr>
<tr>
<td>Key Ideas 2.</td>
</tr>
<tr>
<td>Key Ideas 3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Main Idea</th>
<th>Main Idea</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
</table>
```

**Title**

**Somebody** Who was the main character?  
**Wanted** What did the main character want?  
**But** What was the problem?  
**So** How was the problem solved?  
**Then** How does the story end?
### Language Function 3: Comparing and Contrasting

<table>
<thead>
<tr>
<th>Student uses language to:</th>
<th>Describe similarities and differences in objects or ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td>Make/explain a graphic organizer to show similarities and contrasts; Write in bullet or paragraph format to specify similarities / differences; Categorizing to organize terms or ideas; Verbal clarification of similarities or differences through questioning or pairing activities.</td>
</tr>
<tr>
<td><strong>Strategies:</strong></td>
<td>Categories on a wall, Content Curiosities (Survey), Jigsaw Project</td>
</tr>
<tr>
<td><strong>Cue Words:</strong></td>
<td>likewise, however, nevertheless, despite, on the other hand, on the contrary, contrary to…, conversely, rather, still</td>
</tr>
</tbody>
</table>

### Language Frames

#### Language of Comparing and Contrasting:
- One similarity/difference between [subject 1] and [subject 2] is …. [Subject 1] and [subject 2] are similar because they both….
- [Subject 1] and [subject 2] are rather different because while [subject 1] has _______, [subject 2] has _________.
- Whereas [subject 1] is …, [subject 2] is … [Subject 1] is …. Similarly / In contrast, [subject 2] is ….

#### Language of Agreeing:
- My idea/answer/explanation is similar to/related to…
- I agree with (a person) that…
- My idea builds upon (a person’s) idea…
- I don’t agree with you because…

### Graphic Organizers

![Compare/Contrast Matrix](image)

![Double Bubble Chart](image)
Language Function 4: Sequencing/Ordering

Student uses language to: Sequence objects, ideas, or events.

Examples: Describe / make a timeline, Continuum, Cycle, Narrative sequence

Strategies: Mix and match, Categories on a wall, Collaborative Poster

Cue Words: at which point, at this time, simultaneously, subsequently

Language Frames

Language of Sequencing:

- First, … and second, …
- Meanwhile, the ___ appeared to be …
- While [subject 1] was …, [subject 2] was simultaneously/concurrently…
- Finally ___ proceeded to…
- Consequently the ____ began to …
- Previously, ____ had decided to …
- Following this event, …
- Initially …. Some time later…..
- After … the next step is/was to…
- What occurred/happened prior to… was that…
- In the first stage/phase, …. 
- The transition between stages ___ and ___ can be described as…..

Graphic Organizers
# Language Function 5: Classifying

<table>
<thead>
<tr>
<th>Student uses language to:</th>
<th>Group objects or ideas according to their characteristics. It is critical to identify the rules that govern class or category membership.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td>Describe organizing principle(s), explain why A is an example and B is not,</td>
</tr>
<tr>
<td>Strategies:</td>
<td>Collaborative poster, categories on a wall, word sorts, sort and label</td>
</tr>
<tr>
<td>Cue Words:</td>
<td>Sort, categorize, select, belongs to, fits into, features, traits, qualities</td>
</tr>
</tbody>
</table>

## Language Frames

**Language of Classifying:**

- ____ consists of [quantity] categories.
- The [quantity] categories of ____ are ____, ____, and ___.
- We can classify ____ according to… _____ and ______ are types of … because….
- The most salient characteristic(s) of this group is/are…
- An appropriate name for this group is … owing to the fact that they all… _____correlates to______insofar as….
- These ______ are arranged according to….

## Graphic Organizers

![Diagram 1](image1.png)

![Diagram 2](image2.png)
**Language Function 5: Classifying**

<table>
<thead>
<tr>
<th>Student uses language to:</th>
<th>Group objects or ideas according to their characteristics. It is critical to identify the rules that govern class or category membership.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td>Describe organizing principle(s), explain why A is an example and B is not,</td>
</tr>
<tr>
<td>Strategies:</td>
<td>Collaborative poster, categories on a wall, word sorts, sort and label</td>
</tr>
<tr>
<td>Cue Words:</td>
<td>Sort, categorize, select, belongs to, fits into, features, traits, qualities</td>
</tr>
</tbody>
</table>

**Language Frames**

**Language of Classifying:**
- ____ consists of [quantity] categories.
- The [quantity] categories of ____ are ____ , ____ , and ____.
- We can classify ____ according to… ____ and ____ are types of … because….
- The most salient characteristic(s) of this group is/are…
- An appropriate name for this group is … owing to the fact that they all… ____ correlates to ____ insofar as….
- These ____ are arranged according to…

**Graphic Organizers**

**Tree map: Inductive/Deductive Classification**

**Cross Classification Chart**

This approach can be used to condensing and organising data about the traits of many items for comparison.
## Language Function 6: Analyzing

**Student uses language to:** Separate whole into parts, identify relationships and patterns

**Examples:** Describe parts, features, or main idea of information

**Strategies:** Analysis Pizza, Collaborative poster, word sorts, sort and label, dissecting, various lab activities

**Cue Words:** Examine, scrutinize, break down, dissect, investigate, determine, elements

### Language Frames

#### Language of Analysis:
- We can interpret _____ as ….
- Given the evidence, we can deduce that… _____ can be differentiated from ______ based on… After a thorough analysis of the evidence, we conclude that….  
- This _____ is significant because…
- After careful examination of… it appears that… _____ is related to _____ insofar as…. ___ and ____ are connected by….. This is important because…
- We can draw parallels between ____ and the world/other texts/self because….

### Graphic Organizers

![Concept Definition Map](image1)

![Spider Map](image2)

![Analyzing Characters](image3)

![Reasons Diagram](image4)
## Language Function 7: Inferring, Predicting and Hypothesizing

<table>
<thead>
<tr>
<th>Student uses language to:</th>
<th>Make inferences, predict implications, hypothesize.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Examples:</th>
<th>Describe reasoning process (inductive or deductive); Generate hypotheses to suggest causes or outcomes; Describe observations using multiple senses</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Strategies:</th>
<th>Guess and check, Scientific method, Seeking patterns, Using visuals and structure of a text to predict topic, Pre-reading strategies</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cue Words:</th>
<th>Guess, conclude that…, estimate, speculate, draw a conclusion, believe, due to, since, in light of</th>
</tr>
</thead>
</table>

### Language Frames

#### Language of Prediction and Hypothesis:
- I predict / imagine that…
- Given …, I hypothesize that …
- If I use … then I predict … will happen.
- Based on past results, I predict …
- I deduced …. after analyzing ______ further.
- I discerned that_________ because….
- I foresee________ because….
- I prognosticate…… because I know…..

#### Language of Inference Based on …
- Based on… I infer that …
- I infer that… based on…
- My conjecture on ____ is…. I anticipate that…

### Graphic Organizers

#### Hypothesis Matrix

<table>
<thead>
<tr>
<th>Question</th>
<th>Conditional Statement</th>
<th>If, Then Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Making an Inference Chart

<table>
<thead>
<tr>
<th>Text / Guess (What I Read)</th>
<th>Background Knowledge (Schema) (What I Already Know)</th>
<th>Inference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Predicting

<table>
<thead>
<tr>
<th>Clues</th>
<th>Prediction</th>
<th>Confirmation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Clues</th>
<th>Prediction</th>
<th>Confirmation</th>
</tr>
</thead>
<tbody>
<tr>
<td>These come from the text!</td>
<td>What do you think will happen?</td>
<td>Was your prediction correct?</td>
</tr>
</tbody>
</table>
Language Function 8: Justifying and Persuading

Student uses language to: Give reasons for an action, decision, point of view; convince others

Examples: Tell why A is important and give evidence in support of a position.

Strategies: Socratic Seminar, Think-Pair Share, Anticipatory Chart with Round Robin, Rally-Robin Debate, Four Corners with justification, Error Analysis

Cue Words: Defend, show, rationalize, think, feel, because of, for this reason, due to, right, argue, convince, influence, sway, urge, claim, beliefs, support, evidence, appeal, should, must, ought to, have to, furthermore, moreover, clearly

Language Frames

Language of Justification:
- I believe this because…
- My primary reason for thinking so is… Perhaps the most convincing reason for this is…

Language of Persuasion:
- Based on the evidence presented so far, I believe that… Although some people claim that…, opponents argue that….
- It is vital to consider…
- The advantages of ____ outweigh the disadvantages of ____ insofar as…
- The statistics are misleading because they do/not show…
- These [facts/reasons/data] strongly suggest that… Yet some argue strongly that….

Graphic Organizers

T-Chart

<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Opinion Chart

<table>
<thead>
<tr>
<th>Subject</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Language Function 9: Solving Problems/Problem Solving

<table>
<thead>
<tr>
<th>Student uses language to:</th>
<th>Define and represent a problem; determine a solution,</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td>Describe the problem solving process or procedures; re-state the problem in their own words</td>
</tr>
<tr>
<td><strong>Strategies:</strong></td>
<td>Collaborative Poster, Sage-Scribe, Mix and Match, Manipulatives, Creating a Mnemonic, Mathematically Speaking (ally Speaking), Fold-ables, Pass the Envelope, Gallery Walk, Reciprocal Teaching, Create- Exchange- Access, Quiz-Quiz Trade</td>
</tr>
<tr>
<td><strong>Cue Words:</strong></td>
<td>Solve, figure out, think about, find, conflict, difficult question, situation</td>
</tr>
</tbody>
</table>

#### Language Frames

**Language of Describing Problems:**
- A way of thinking about solving this problem is…
- In order to solve this problem we must first/ initially…
- This problem is similar to…
- We need to identify…
- One way to visualize this problem is…
- Let’s break this into parts. First, …
- Another way of looking at this problem is…
- The most important thing to remember in this problem is…

**Language of Explaining Solutions:**
- A diagram or symbol that might represent this solution is…
- We know our solution is correct because…
- The solution to this problem is…
- I know I have solved the problem because…
- The solution to this problem will require…
- A critical element of the solution to this problem is…

#### Graphic Organizers

**Problem/Solution Outline**

- **Problem**
  - Who
  - What
  - Where
  - When
  - Why
  - How

- **Solution**
  - Attempted Solutions
  - Results

  1. 1.

  2. 2.

  End Results
Language Function 10: Synthesizing

<table>
<thead>
<tr>
<th>Student uses language to:</th>
<th>Combine or integrate ideas to form a whole group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
<td>Summarize information; incorporate new information</td>
</tr>
<tr>
<td>Strategies:</td>
<td>Allow students to create their own problem, Collaborative Poster, Compare-Contrast Matrix, Creating a Mnemonic, ThINK-Pair Share, Writing Summaries, Reports, Mathematically Speaking, Foldables, Analysis Pizza, Jigsaw, Pass the Envelope, Create-Exchange-Access, Window Pane</td>
</tr>
<tr>
<td>Cue Words:</td>
<td>Combine, merge, form, put together, synthesis, combination</td>
</tr>
</tbody>
</table>

**Language Frames**

**Language of Describing Problems:**
- My idea is similar to/related to ________’s idea.
- I agree/disagree with ________ that . . .
- My idea builds upon ________’s idea.
- As ____ already mentioned . . .

**Language of Explaining Solutions:**
- The main point(s) is/are . . .
- The point that ______ makes is related to ______ in that . . .
- The significance of ______ is . . .
- From my perspective, ______ means . . .
- The concept of _____ can be expressed as . . .
- Our conclusion is a synthesis of ______ and ________.
- I feel that _____ and _____’s viewpoints are related in that . . .
- My visual represents a synthesis of _____ and _____ because . . .
- While creating _____, I built upon . . . . . .

**Graphic Organizers**

Main Idea & Details

(Describe the main idea of the topic and specify some details)

**Topic:**

Main Idea (What the text is mostly about)

Details

- Detail #1
- Detail #2
- Detail #3

Conclusion:

[www.free-printable-paper.com](http://www.free-printable-paper.com)
Student uses language to: Assess and verify aspects/properties-validity of an object, idea or decision.

Examples: Identify criteria, Explain priorities, Indicate reasons for judgment, Confirm truth

Strategies: Thumbs up/down, Colored cards (green – agree; red – disagree), Fist of 5 (level of agreement), Quickwrite

Cue Words: Judge, critique, assess, assessment, value, worth, based on, judgment, criteria, favorable, unfavorable, reason, evaluate, evaluation, features

Language Frames

Language of Evaluating:

- Based on ... I determined that ... _______'s judgment of ... was ... because ...
- The critique of ______ was favorable/unfavorable because ...
- We/They judge ______ to be ______ because ....
- We/I evaluated ______ on the following criteria ...
- I assess that .... After inspecting .... I have determined ...
- After carefully scrutinizing_______ I believe that....
- My interpretation of______ is...
- When ranking its importance, I feel that ... because...

Graphic Organizers

Ranking

![Ranking Graphic Organizer]

Evaluate

<table>
<thead>
<tr>
<th>Did I enjoy reading the text?</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>What was interesting or what did I learn?</td>
<td>Share!</td>
</tr>
<tr>
<td>Do I agree or disagree with the author or the ending?</td>
<td>Why?</td>
</tr>
<tr>
<td>Agree/Disagree</td>
<td></td>
</tr>
<tr>
<td>What would I change about the story or the way the author wrote?</td>
<td>Changes...</td>
</tr>
<tr>
<td>Why did the author write this?</td>
<td>Why?</td>
</tr>
</tbody>
</table>

![P-M-I Chart]

<table>
<thead>
<tr>
<th>Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion:</td>
</tr>
<tr>
<td>Criterion:</td>
</tr>
</tbody>
</table>

Graph Organizer

Evaluation

P-M-I Chart

Plus | Minus | Interesting
## Language Function 12: Cause and Effect

**Student uses language to:** Describe why and how relationships and patterns exist between events, ideas, processes, problems; Identify consequences that led to the outcome

**Examples:** Make a graphic organizer to define the events leading up to the outcome or the possible outcomes based on a particular cause

**Strategies:**
1. Categories on a Wall/Sort and Label-Categories are provided and students develop list or students develop own categories based on given list;
2. Mix-n-Match cards-Students work in groups to match causes with effects;
3. Foldables;
4. Gallery Walk/Pass the Envelope-A cause or effect is given and students either rotate around the room or pass the problem from group to group to identify possible causes or effects;
5. Trading Cards-One cause or one effect is given on a card to each student. They develop an opposite idea for what they have and walk around the room to share. After sharing they trade cards to share with another.

**Cue Words:** Therefore, consequently, thus, as a result of, since, because, in order to, if…then

### Language Frames

**Language of Explaining Causes:**
- Even though many people thought the cause was …, I believe it was …
- The most likely reason for… was …
- I hypothesize that… made them …
- That wasn’t caused by … because
- Several factors contributed to the outcome. Namely, …

**Language of Describing an Effect:**
- ____ was a result of …
- The… led to…, which led to …
- The change resulted in …
- It combines with… to produce …

### Graphic Organizers

**Human Interaction Outline**

```
<table>
<thead>
<tr>
<th>Goals</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person 1</td>
<td>Person 2</td>
</tr>
<tr>
<td>Group 1</td>
<td>Group 2</td>
</tr>
</tbody>
</table>

Interaction:
- Action
- Reaction
- Reaction 1
- Reaction 2

Outcomes:
- Person 1
- Group 1
- Person 2
- Group 2
```

**Cause and Effect Graphic Organizer**

```
Cause  | Effect
------|-------

```

```
<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effect</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```
# Student Discussion Guide

## Ground Rules for Class Discussion:
1. Be prepared to share your idea when instructed to do so, first with your partner and next with the class.
2. No blurt (ever) or hand raising (until I ask for volunteers).
3. Use the assigned sentence starter to share your idea.
4. Use your public discussion voice to share your idea: two times slower and three times louder than conversation.
5. Listen attentively while classmates are sharing and jot down new ideas.
6. If your idea is similar to someone else’s, acknowledge your classmate’s contribution before sharing your idea.

## Language Class Discussion Sentence Starters:

<table>
<thead>
<tr>
<th>Expressing Opinion:</th>
<th>Reporting a Partner’s Ideas:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think/believe that . . .</td>
<td>____ indicated that . . .</td>
</tr>
<tr>
<td>In my opinion . . .</td>
<td>____ pointed out to me that . . .</td>
</tr>
<tr>
<td>Based on my experience, I think . . .</td>
<td>____ emphasized that . . .</td>
</tr>
<tr>
<td></td>
<td>____ concluded that . . .</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Predicting:</th>
<th>Reporting a Group’s Idea:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I predict/imagine that . . .</td>
<td>We decided/agreed that . . .</td>
</tr>
<tr>
<td>Based on . . ., I infer that . . .</td>
<td>We concluded that . . .</td>
</tr>
<tr>
<td>I hypothesize that . . .</td>
<td>Our group sees it differently.</td>
</tr>
<tr>
<td></td>
<td>We had a different approach.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asking for Clarification:</th>
<th>Disagreeing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you mean?</td>
<td>I don’t agree with you because . . .</td>
</tr>
<tr>
<td>Will you explain that again?</td>
<td>I got a different answer than you.</td>
</tr>
<tr>
<td>I have a question about that.</td>
<td>I see it another way.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paraphrasing:</th>
<th>Offering a Suggestion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>So you are saying that . . .</td>
<td>Maybe we could . . .</td>
</tr>
<tr>
<td>In other words, you think . . .</td>
<td>What if we . . .</td>
</tr>
<tr>
<td>What I hear you saying is . . .</td>
<td>Here’s something we might try.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Soliciting a Response:</th>
<th>Affirming:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think?</td>
<td>That’s an interesting idea.</td>
</tr>
<tr>
<td>We haven’t heard from you yet. ____</td>
<td>I hadn’t thought of that.</td>
</tr>
<tr>
<td>Do you agree?</td>
<td>I see what you mean.</td>
</tr>
<tr>
<td>What answer did you get?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Acknowledging ideas:</th>
<th>Holding the Floor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My idea is similar to/related to</td>
<td>As I was saying, . . .</td>
</tr>
<tr>
<td>I agree with (a person) that . . .</td>
<td>If I could finish my thought . . .</td>
</tr>
<tr>
<td>My idea builds upon ____’s idea.</td>
<td>What I was trying to say was . . .</td>
</tr>
</tbody>
</table>