



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

<p>Expressing an Opinion:</p> <ul style="list-style-type: none"> ● I think/believe that . . . ● In my opinion, . . . ● Based on my experience, I think . . . 	<p>Language of Inquiry/Seeing information:</p> <ul style="list-style-type: none"> ● 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 . . .
<p>Soliciting a Response:</p> <ul style="list-style-type: none"> ● What do you think? ● We haven't heard from you yet. ● Do you agree? ● What answer did you get? 	
<p>Paraphrasing:</p> <ul style="list-style-type: none"> ● So you are saying that . . . ● In other words, you think . . . ● What I hear you saying is . . . 	

Graphic Organizers

K What do I already know about this subject?	W What do I want to learn about this subject?	L What did I learn about this subject?

Name: _____ Date: _____

Writing Organizer

10th Grade ELA Lord of the Flies Resource 1.4-Anticipatory Guide
Lord of the Flies Anticipatory Guide

Statement	Explanation		After Reading Novel	
	Agree	Disagree	Agree	Disagree
1. Groups should only have one leader.				
2. Everyone in a group should get an equal vote in decision-making.				
3. Children are capable of taking care of themselves without adult supervision.				
4. Superstitions should be believed in and followed.				
5. If a leader orders you to hurt someone, you should do it.				
6. Food is more important than shelter.				

Language Function 2: Summarizing and Informing

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

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: _____

Section Title

Heading: Key Ideas 1. 2. 3.	Heading: Key Ideas 1. 2. 3.	Heading: Key Ideas 1. 2. 3.
↓	↓	↓
Main Idea	Main Idea	Main Idea
Summary		

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

Student uses language to:	Describe similarities and differences in objects or ideas
Examples:	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.
Strategies:	Categories on a wall, Content Curiosities (Survey), Jigsaw Project
Cue Words:	likewise, however, nevertheless, despite, on the other hand, on the contrary, contrary to..., conversely, rather, still

Language Frames

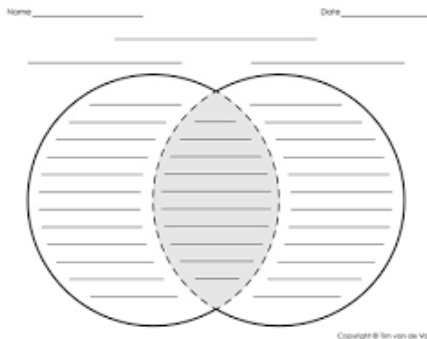
Language of Comparing and Contrasting:

- 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

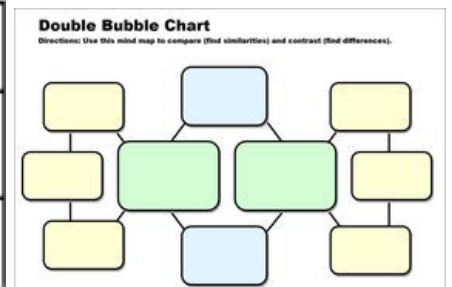
Language of Agreeing:

- 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		
	Name 1	Name 2
Attribute 1	[enter text here]	[enter text here]
Attribute 2	[enter text here]	[enter text here]
Attribute 3	[enter text here]	[enter text here]



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

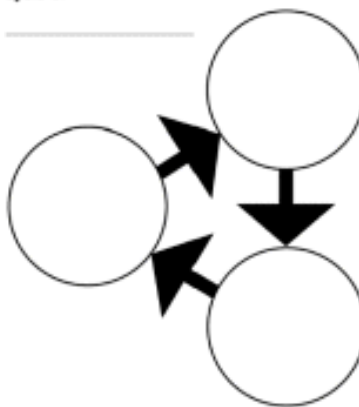
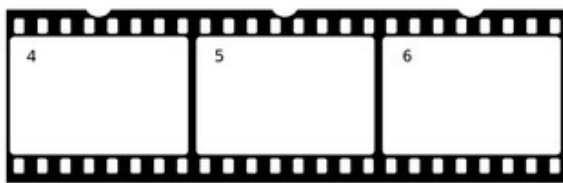
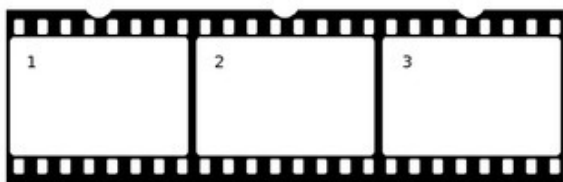
Language Frames

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

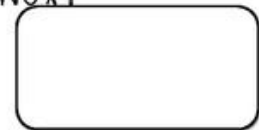
Name _____ Date _____



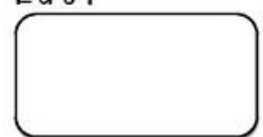
First



Next



Last



Language Function 5: Classifying

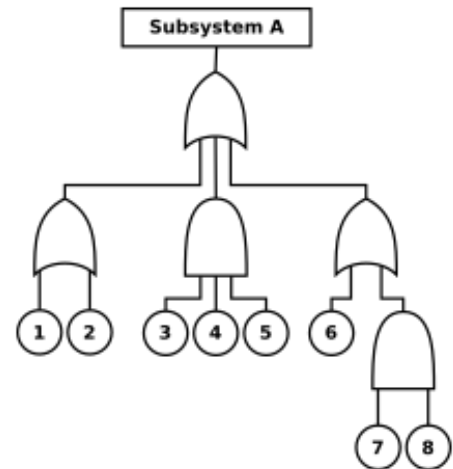
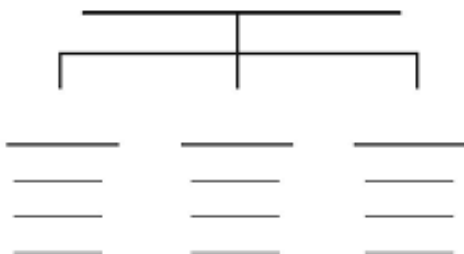
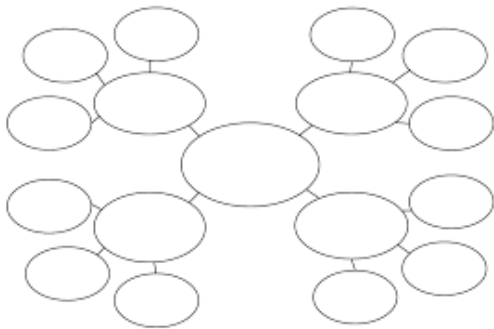
Student uses language to:	Group objects or ideas according to their characteristics. It is critical to identify the rules that govern class or category membership.
Examples:	Describe organizing principle(s), explain why A is an example and B is not,
Strategies:	Collaborative poster, categories on a wall,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

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



Language Function 5: Classifying

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

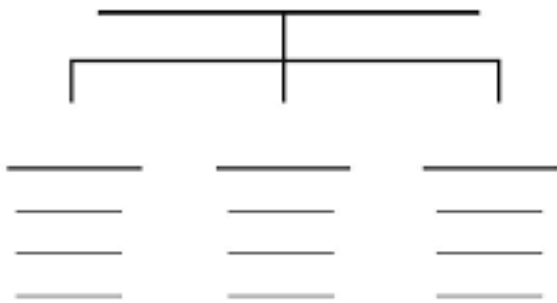
Language Frames

Language of Classifying:

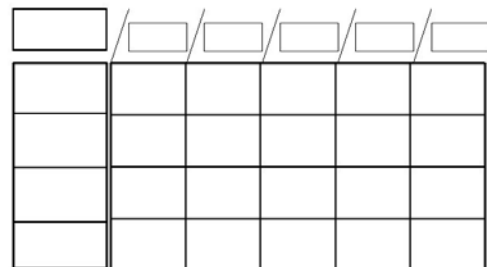
- ____ consists of [quantity] categories.
- The [quantity] categories of ____ are ____, ____, and ____.
- We can classify ____ according to... ____ and ____ are types of ... because....
- The most salient characteristic(s) of this group is/are...
- An appropriate name for this group is ... owing to the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

Graphic Organizers

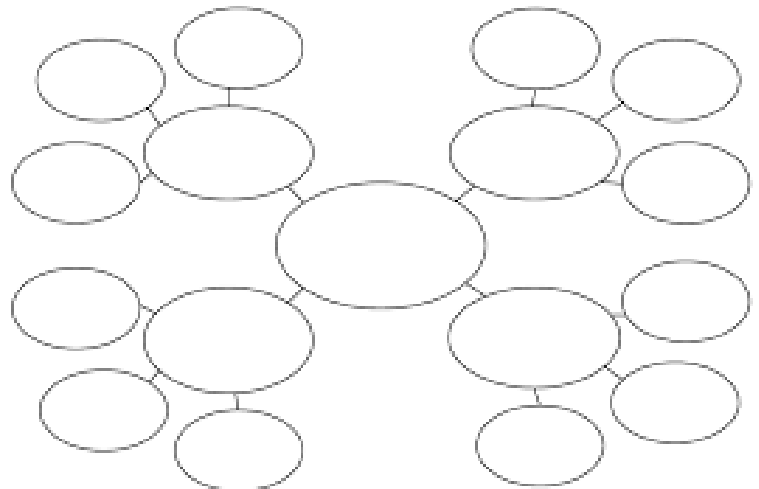
Tree map: Inductive/Deductive Classification



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

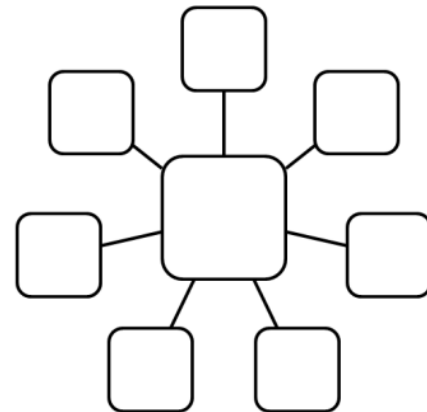
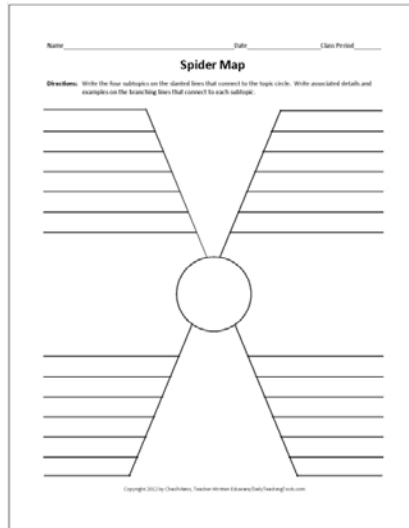
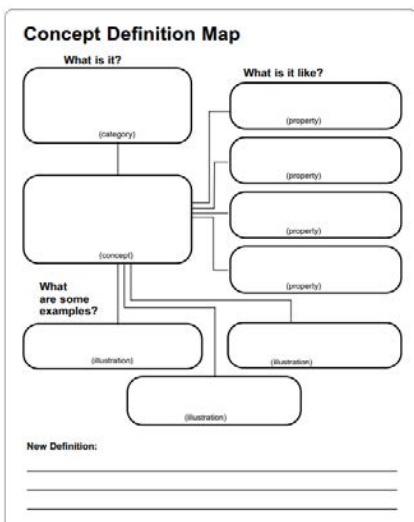
Student uses language to:	Separate whole into parts, identify relationships and patterns
Examples:	Describe parts, features, or main idea of information
Strategies:	Analysis Pizza, Collaborative poster, word sorts, sort and label, dissecting, various lab activities
Cue Words:	Examine, scrutinize, break down, dissect, investigate, determine, elements

Language Frames

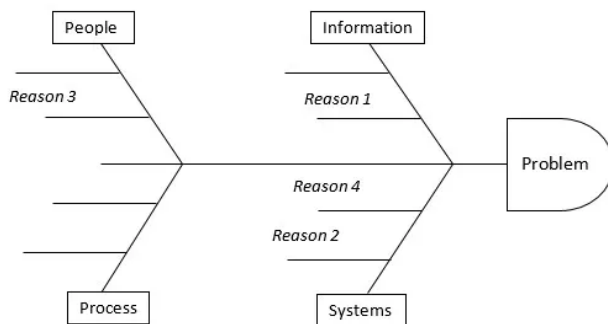
Language of Analysis:

- 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



Analyzing Characters



Character's Name:	Example or Quote	What the example reveals about the character?
Character's words		
Character's appearance		
Character's		

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

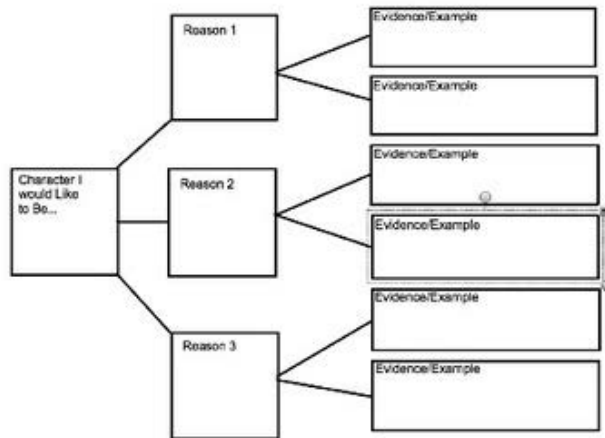
Language of Justification:

- 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....

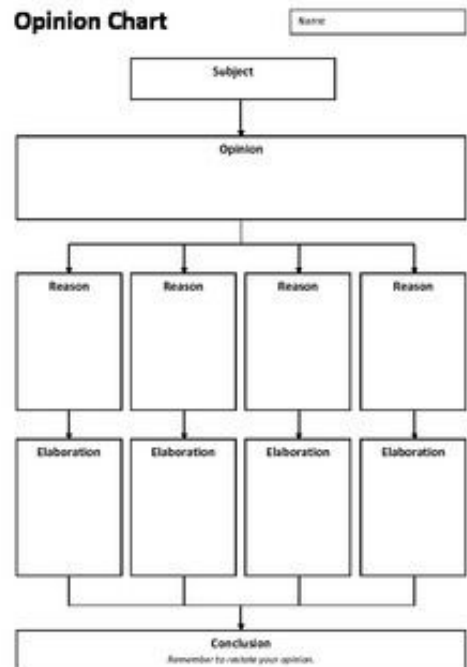
Graphic Organizers



T-Chart

Looks Like	Sounds Like
.....
.....
.....

Opinion Chart



Language Function 9: Solving Problems/Problem Solving

Student uses language to:	Define and represent a problem; determine a solution,
Examples:	Describe the problem solving process or procedures; re-state the problem in their own words
Strategies:	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
Cue Words:	Solve, figure out, think about, find, conflict, difficult question, situation

Language Frames

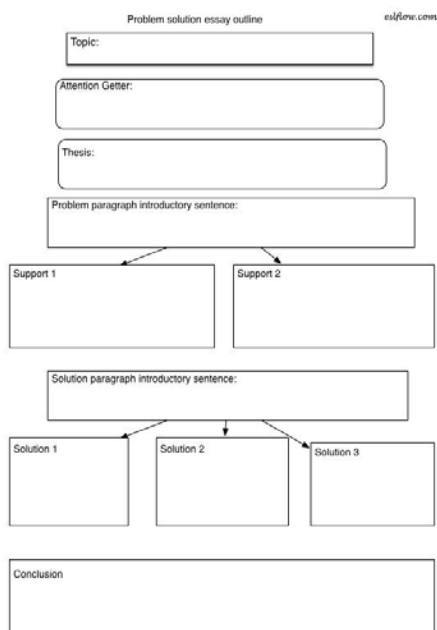
Language of Describing Problems:

- 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...

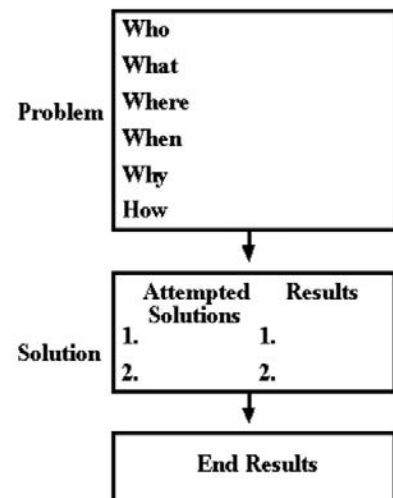
Language of Explaining Solutions:

- 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



Language Function 10: Synthesizing

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

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

Name: _____ Date: ____/____/____

Main Idea & Details

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

Topic: _____

Main Idea *(What the text is mostly about)*

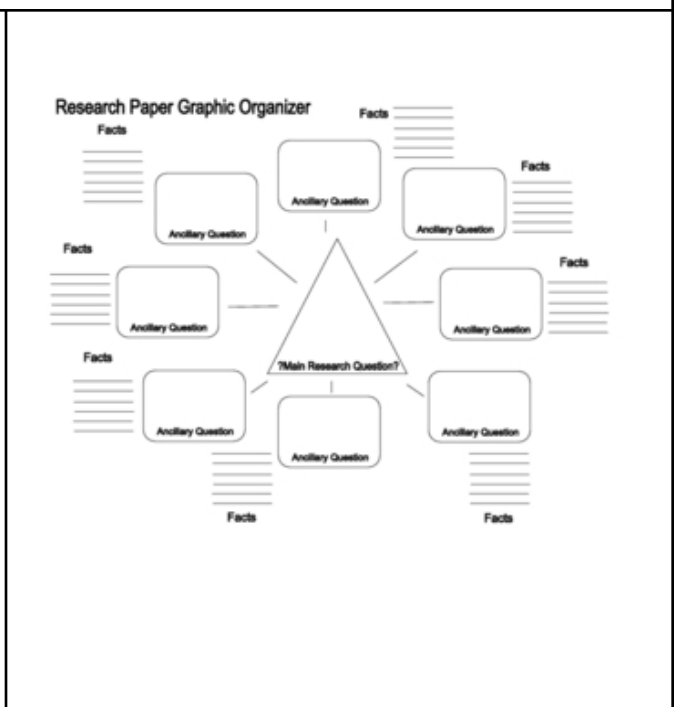
Detail #1

Detail #2

Detail #3

Conclusion:

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Language Function 11: Evaluation

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

1
2
3

NAME: _____

Evaluate

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

Graphic Organizer

Evaluation

Subject:		
Criterion:	Successful / Unsuccessful Reason:	Evidence:
Criterion:	Successful / Unsuccessful Reason:	Evidence:

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:

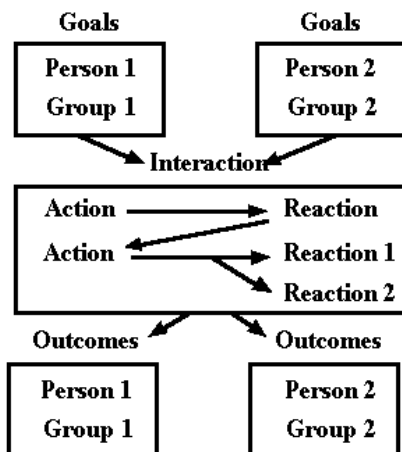
- Even though many people thought the cause was ..., I believe it was...
- The most likely reason for... was...
- I hypothesize that... made them...
- That wasn't caused by ...because
- Several factors contributed to the outcome. Namely, ...

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



Name _____ Date _____

Cause and Effect Graphic Organizer
Directions: Record the cause and effect relationships in the graphic organizer.

Cause	Effect
	→
	→
	→
	→

<p style="text-align: center;">Cause</p> <div style="border: 1px solid black; padding: 5px; min-height: 100px;"></div>	<p style="font-size: 2em;">→</p> <p style="text-align: center;">Effect</p> <div style="border: 1px solid black; padding: 5px; min-height: 100px;"></div>
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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 blurting (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:

<p>Expressing Opinion: I think/believe that . . . In my opinion . . . Based on my experience, I think . . .</p>	<p>Reporting a Partner's Ideas: ____ indicated that . . . ____ pointed out to me that . . . ____ emphasized that . . . ____ concluded that . . .</p>
<p>Predicting: I predict/imagine that . . . Based on . . ., I infer that . . . I hypothesize that . . .</p>	<p>Reporting a Group's Idea: We decided/agreed that . . . We concluded that . . . Our group sees it differently. We had a different approach.</p>
<p>Asking for Clarification: What do you mean? Will you explain that again? I have a question about that.</p>	<p>Disagreeing: I don't agree with you because . . . I got a different answer than you. I see it another way.</p>
<p>Paraphrasing: So you are saying that . . . In other words, you think . . . What I hear you saying is . . .</p>	<p>Offering a Suggestion: Maybe we could . . . What if we . . . Here's something we might try.</p>
<p>Soliciting a Response: What do you think? We haven't heard from you yet. ____ Do you agree? What answer did you get?</p>	<p>Affirming: That's an interesting idea. I hadn't thought of that. I see what you mean.</p>
<p>Acknowledging ideas: My idea is similar to/related to I agree with (a person) that . . . My idea builds upon ____'s idea.</p>	<p>Holding the Floor: As I was saying, . . . If I could finish my thought . . . What I was trying to say was . . .</p>