

ELPS Instructional Tool



SENTENCE FRAMES AND PROBING QUESTIONS

*A Language Development Process for **Beginning** and **Intermediate** English Language Learners*



Extracted from the ELPS Instructional Tool
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USING THE SENTENCE FRAMES TOOL

- This tool is organized with links to sentence frames to assist teachers in supporting the progression from simple to complex language skills based on language tense.
- Follow the links to access applicable frames and probing questions.
- Clicking the  will return you to the Theme/Concept. Click the  to return to the Table of Contents.

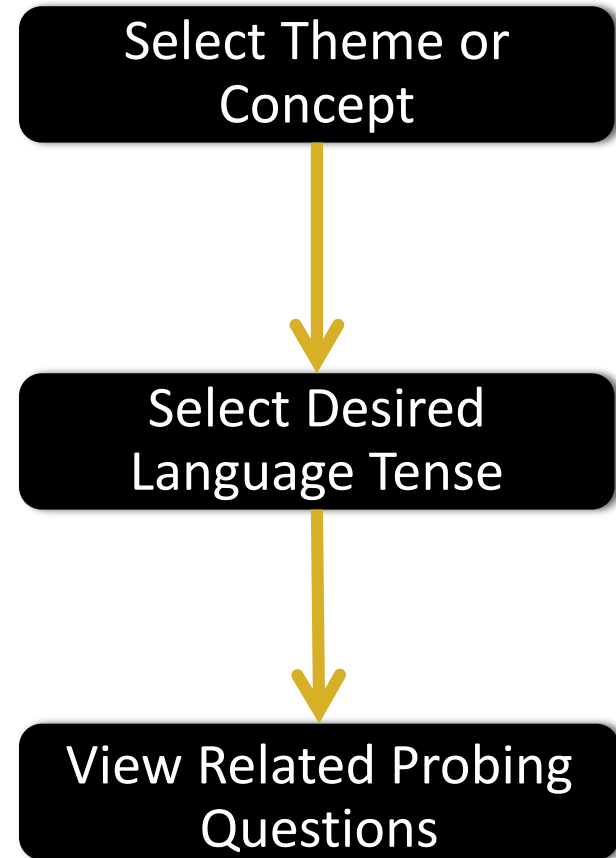


TABLE OF CONTENTS

CAUSE AND EFFECT

COMPARE AND CONTRAST

EVALUATION

INFERENCE AND PREDICTION

ORGANIZE AND CLASSIFY

SUMMARIZE AND PARAPHRASE

CAUSE AND EFFECT

PRESENT TENSE

PAST TENSE

FUTURE TENSE

PROBING QUESTIONS



COMPARE AND CONTRAST

PRESENT TENSE

PAST TENSE

FUTURE TENSE

PROBING QUESTIONS



EVALUATION

PRESENT TENSE

PAST TENSE

FUTURE TENSE

PROBING QUESTIONS



INFERENCE AND PREDICTION

PRESENT TENSE

PAST TENSE

FUTURE TENSE

PROBING QUESTIONS



ORGANIZE AND CLASSIFY

PRESENT TENSE

PAST TENSE

FUTURE TENSE

PROBING QUESTIONS



SUMMARIZE AND PARAPHRASE

PRESENT TENSE

PAST TENSE

FUTURE TENSE

PROBING QUESTIONS



CAUSE AND EFFECT – PRESENT TENSE

- I am _____ because _____.
- When _____, then _____.
- The (person/character) is _____ because _____.
- We have to change _____ so _____.
- Our results are the (same/different) because _____.
- I know _____ is _____ because _____.



CAUSE AND EFFECT – PAST TENSE

- I believed _____ because I _____.
- The character changed when _____.
- The pattern was _____ (because/since) _____.
- Our results were (not the same/the same) because _____.
- I did _____ first because I knew _____.
- I remembered _____ because _____.



CAUSE AND EFFECT – FUTURE TENSE

- (She/He) will be _____ since _____.
- I will _____ so I can _____.
- We will need to _____ so the
_____.
- Tomorrow I need to _____ so I can _____.
- Since the character _____, then (he/she) will
have to _____.
- Our experiment may not work since we
_____.



CAUSE AND EFFECT – PROBING QUESTIONS

- What would result if?
- What caused the _____ to _____?
- Why do you think _____ changed the results?
- How might _____ affect _____?
- What could (we/you) change so _____?
- What is another way to get the same results?
- Why do you think _____ happened?
- Which event in the story caused _____?



COMPARE AND CONTRAST – PRESENT TENSE

- I am (looking at/comparing) the _____ and the _____.
- The _____ are the same. The _____ are different.
- I can see that the _____ and the _____ are the (same/different).
- On our T-chart, we are writing the _____ on one side. The other side has _____.
- The _____ is changing because _____.
- One has _____ and the other has _____.



COMPARE AND CONTRAST – PAST TENSE

- I saw how the _____ and the _____ stayed the same.
- The characters were different because _____.
- I compared the _____ and _____. They are the (same/different).
- The main character was _____ because _____.
- All the numbers were _____.
- I (looked at/analyzed) the _____ as well as _____.



COMPARE AND CONTRAST – FUTURE TENSE

- I will look at _____ in contrast to _____.
- We will be comparing the _____ and the _____.
- My group will be measuring the _____ to put them in order.
- (I/We) will have to (pick/select) the _____ that we like best.
- We will compare _____ as opposed to _____.
- The _____ will have to be compared with the _____.



COMPARE AND CONTRAST – PROBING QUESTIONS

- How (would/could) you (compare/contrast) _____?
- Which is the best answer?
- Why do you think _____ are (similar/different)?
- How did _____ (contrast/compare) to _____?
- In what ways are _____ and _____ (similar/different)?
- How was _____ (different/same) from _____?
- Where did _____ begin to change?
- How were the _____ (similar/different) in as (opposed to/ in comparison to) _____?



EVALUATION – PRESENT TENSE

- (I/We) (like/don't like) _____ because _____.
- I don't understand why _____.
- I can see why the _____ because _____.
- I have a question about _____.
- My group thinks that the answer is _____.
- (I/We) (agree/don't agree) with _____.



EVALUATION – PAST TENSE

- I felt that _____ because _____.
- The main difference was _____.
- Our prediction was correct because _____.
- (Our/my) answer was _____ because _____.
- I discovered that _____ since the _____.
- When (I/we) compared _____, I found that the _____.



EVALUATION – FUTURE TENSE

- I will need to _____ for the answer.
- I feel that the _____ will _____.
- If I were to be _____, I (would/could) _____.
- We have to _____ to keep the same pattern.
- I do not think the character will _____ since _____.
- Based on the pattern, the numbers will _____.



EVALUATION – PROBING QUESTIONS

- What is the relationship between _____?
- Why do you (agree/disagree) _____?
- (Would/could) you change _____ to get different results?
- Why do you feel _____?
- How did you (determine/find) your answer?
- Why do you (agree/disagree) with _____?
- What might be a possible answer?
- How did the (relationship/actions of) _____ affect the (results/ending)?



INFERENCE AND PREDICTION – PRESENT TENSE

- I think that _____.
- The _____ may be _____.
- I think the numbers are _____ because _____.
- (She/He) is not _____, so maybe _____.
- I (do not believe/believe) that _____ is true since _____.
- I feel that the character is _____ because (he/she) _____.



INFERENCE AND PREDICTION – PAST TENSE

- I (thought/predicted) that _____.
- (She/He) was probably _____ since _____.
- At first, I thought _____, but now _____.
- The character had to _____ because _____.
- I thought _____ was _____ since _____.
- The (happiest/scariest) moment was when _____.



INFERENCE AND PREDICTION – FUTURE TENSE

- The _____ might be _____.
- One possible (answer/solution) might be _____.
- The _____ will change because _____.
- I predict that the _____ will _____.
- We (think/believe) the story will end with
_____.
- I think _____ could _____ because
_____.



INFERENCE AND PREDICTION – PROBING QUESTIONS

- What could change if _____?
- Why do you think _____?
- What would (happen/result) if _____?
- Why do you think _____ changed?
- How do you think _____ felt at the (beginning/end)?
- Based on _____, which one is a possible answer?
- How do you think the character felt (before/after) _____?
- When do you think _____ began to change?



ORGANIZE AND CLASSIFY – PRESENT TENSE

- I put the _____ in one group. I put the _____ in another group.
- (I/We) can see that the _____ are the same and the _____ are different.
- The _____ are arranged from _____ to _____.
- My _____ is organized by _____.
- There are _____ types; _____ is one type and _____ is the other type.
- We have to identify the _____ so we can organize the _____ by _____.



ORGANIZE AND CLASSIFY – PAST TENSE

- The _____ was sorted by _____.
- I saw _____ are the same. I saw _____ are different.
- We (put/wrote) the _____ in this order because _____.
- (I/We) (saw/observed) that there are _____ groups because _____.
- We (picked/selected) _____ by their _____ and _____.
- First I (arranged/placed) the _____ together. Then, I (arranged/placed) the _____ together.



ORGANIZE AND CLASSIFY – FUTURE TENSE

- I will see how the _____ are the (same/different).
- My group will (classify/group) by _____.
- We need to (arrange/organize) the _____ by _____.
- After we look at the _____, we will have to (order/sort) them by _____.
- We will need to (see/determine) if _____ are the same or different.
- First, we will need to examine the _____. Then, we will write _____.



ORGANIZE AND CLASSIFY – PROBING QUESTIONS

- In what ways could you organize and classify the information?
- Why did you (arrange/place) the ____ in that (manner/way)?
- How will you (sort out/group) your information?
- What are some other possible ways to (organize/classify) your information?
- How are we going to (organize/arrange) the _____?
- How did you choose your (categories/groups)?
- Where do you think _____ (belongs/should be placed)?
- Why do you think _____ could go in (more than one/multiple) group(s)?



SUMMARIZE AND PARAPHRASE— PRESENT TENSE

- The story is about _____.
- The best part is _____ because _____.
- The main idea is _____.
- First, _____. Then, _____. Finally, _____.
- In the end, the _____ and the _____.
- (My/Our) conclusion is _____ since the _____.



SUMMARIZE AND PARAPHRASE— PAST TENSE

- I read about _____.
- The _____ was mainly about _____.
- The author wrote about _____.
- The _____ started with _____ and ended with _____.
- We found that _____ when we changed the _____.
- The best part of the story was _____.



SUMMARIZE AND PARAPHRASE— FUTURE TENSE

- First, (I/we) will _____. Then, (I/we) will _____. Finally, (I/we) will _____.
- Tomorrow, we need to _____, _____, and _____.
- My (conclusion/information) will show that _____.
- I will need to improve _____ in order to _____.
- The (hardest/easiest) part will be _____.
- To find the pattern, we will have to _____.



SUMMARIZE AND PARAPHRASE— PROBING QUESTIONS

- What do we already know about _____?
- (What/Which) evidence/information did you use for _____?
- Explain why _____.
- What exactly do you mean by _____?
- Tell me more about _____.
- How did you find the answer?
- Which were the main points of the story?
- How would you (describe/explain) the _____ of the _____?

