

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.

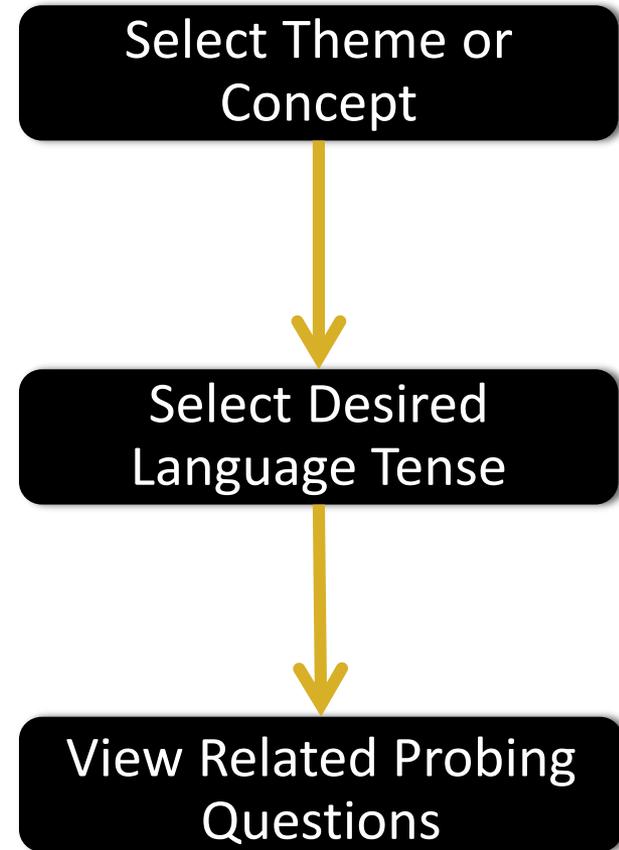


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CAUSE AND EFFECT – PRESENT TENSE

- 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 _____?

