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| **Language Function and Sentence Frames** | | | |
| **Function** | **Beginning** | **Intermediate** | **Advanced** |
| **Describing Nouns** | A \_\_\_\_\_has \_\_\_\_\_\_.  A \_\_\_\_\_ is \_\_\_\_\_\_. | A \_\_\_\_\_ has \_\_\_\_, \_\_\_\_\_, and \_\_\_\_.  A \_\_\_\_\_ is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_. | N/A |
| *Examples* | A *square* has *four sides*. | A *triangle* has *three sides*, *three vertices*, and *no curves*. | N/A |
| **Categorizing** | A \_\_\_\_\_ is a \_\_\_\_\_\_. | A \_\_\_\_\_ is a \_\_\_\_\_ because \_\_\_\_\_\_.  A \_\_\_\_\_ is not a \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_. | N/A |
| *Examples* | *Two* is an *even number*. | Four is an even number because *it can be divided into two equal groups.*  *Four* is not an *odd number* because *nothing is left over when you make two groups.* | N/A |
| **Describing Location** | The \_\_\_\_\_\_is next to the \_\_\_\_\_. | The \_\_\_\_\_ is next to the \_\_\_\_\_\_ and below the \_\_\_\_\_\_. | N/A |
| *Examples* | The *square* is next to the *triangle*. | The *square* is next to the *triangle* and below the *circle*. | N/A |
| **Comparing/**  **Contrasting** | A \_\_\_\_\_ has \_\_\_\_.  A \_\_\_\_\_is \_\_\_\_\_. | A \_\_\_\_\_ has \_\_\_\_\_, but a \_\_\_\_\_\_ has \_\_\_\_\_.  \_\_\_\_\_\_and \_\_\_\_\_\_ both have \_\_\_\_\_\_. | N/A |
| *Example* | This *group* has *three blocks*. | This *group* has *three blocks*, but *that group* has *five blocks*. Both *groups* have *blocks*. | N/A |
| **Summarizing** | A \_\_\_\_\_ has \_\_\_\_\_ and \_\_\_\_\_.  \_\_\_\_\_ is \_\_\_\_\_\_ and \_\_\_\_\_\_. | \_\_\_\_\_\_ always have \_\_\_\_\_. Some \_\_\_\_\_ are \_\_\_\_\_\_ and some are \_\_\_\_\_\_. | In conclusion, \_\_\_\_\_ have \_\_\_ and \_\_\_\_\_; however, \_\_\_\_\_ are not always \_\_\_\_\_\_\_\_. |
| *Examples* | The *class* has *9 boys* and *11 boys*.  A *fraction* has a *numerator* and a *denominator*. | The *class* always has *twenty students*.  Some *students* are *absent* and some are *present*.  *Fractions* always have *numerators and denominators*.  Some *numerators* are *smaller than the denominators* and some are *larger*. | In conclusion, *fractions* have *numerators* and *denominators*; however, the *numerators* are not always *smaller than the denominators*. |
| **Sequencing** | First, \_\_\_\_.  Second, \_\_\_\_\_. | First \_\_\_\_\_, and then \_\_\_\_\_. | After \_\_\_\_\_\_\_, \_\_\_\_\_\_\_.  Before \_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_. |
| *Example* | First, *I counted the red blocks*.  Second, *I counted the blue blocks*. | First, *I put the blocks in groups of ten,* and then *I counted them.* | After *I put the blocks in groups of ten*, *I counted them*. |
| **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 \_\_\_\_\_. |
| *Examples* | Draw a *square*. | Put the *square* below the *triangle.* | Put the *triangle* next to the *other triangle*, and you will form a *rhombus*. |
| **Hypothesizing** | N/A | If \_\_\_\_\_\_, then \_\_\_\_ will \_\_\_\_\_. | When \_\_\_\_\_\_\_, the result will \_\_\_\_\_\_\_. |
| *Examples* | N/A | If *I put thirty-six blocks in groups of ten*, then *I* will *have some blocks left over*.  If *I divide 365 blocks by 10*, then I will *have some blocks left over*. | When *dividing an odd number by 10*, the result will *have a remainder*. |
| **Predicting** | The \_\_\_ will have \_\_\_\_.  The \_\_\_ will be \_\_\_\_. | I predict that \_\_\_\_\_ will \_\_\_\_\_. | I predict that \_\_\_\_\_ will \_\_\_\_\_ because \_\_\_\_\_\_. |
| *Examples* | I will *roll a 7.*  *The next block* will be *green*. | I predict that *I* will *roll a 7*.  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 predict that *I* will *roll a 7* because *I have rolled it more than any other number*. |
| **Making Inferences** | N/A | I can infer that \_\_\_\_\_\_. | I can infer that \_\_\_\_\_\_ because I know \_\_\_\_\_\_\_\_\_. |
| *Examples* | N/A | I can infer that *I need to add the numbers*.  I can infer that *this is an addition problem*.  I know that *I need to add the numbers* because *it asks how many altogether*. | I can infer that *this is an addition problem* because I know *I need to find the total*. |
| **Drawing Conclusions** | N/A | I can conclude \_\_\_\_\_\_.  I can conclude that \_\_\_\_\_\_\_\_\_\_. | I can conclude that \_\_\_\_\_ because \_\_\_\_ and \_\_\_\_\_\_. |
| *Examples* | N/A | I can conclude that *there are six blocks left over*.  I can conclude that *x is 5*. | I can conclude that *x is 5* because *2 times x is 10*. |
| **Explaining Cause and Effect** | The \_\_\_\_\_ is \_\_\_\_. | \_\_\_\_\_\_ because \_\_\_\_\_. | \_\_\_\_\_\_\_\_\_\_ caused \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_. |
| *Examples* | The *answer* is a *bigger number*.  The *answer* is *negative number*. | *The answer is a bigger number* because *we added two numbers together*.  *The answer is a negative number* because *we multiplied by a negative number*. | *Multiplying by a negative number* caused *the answer* to *be negative.* |