_____ and _____ are alike because _____.

In my opinion, _____ because _____ .

From what I know about _____, I predict _____.

Language Lines

I would classify _____ and _____ together because _____ .

Despite having _____ in common, _____ is different than _____ because _____.

Sentence Frames To Express Six Essential Comprehension Skills!

Language Lines

Even as native English speakers we sometimes struggle with just the right words to explain, describe, or clarify what we want to communicate. Our brains are wired to understand (input) more than we can speak (output). A great way to positively engage English language learners (ELL), or any of your students for that matter, in actively acquiring new material is to give them a **frame** in which to communicate their responses.

Research on the brain tells us that hearing and producing language helps us store and retrieve new knowledge. These Language Lines not only allow our students the opportunity to frame what they want to say by using academic language, but they also provide a solid foundation for writing more elaborate sentences.

Language Lines (sentence frames) are a terrific ELD strategy to increase your students' English language fluency. Writing requires something to say, the words to say it, and the structure with which to write it (McCracken & McCracken, 1986). A sentence frame is a structure to focus student learning on specific elements of content or language. With the help of some outstanding teachers, The Positive Engagement Project has compiled six different sets of Language Line sentence frames that can be used to help give students a framework to express six essential comprehension skills: *cause and effect*, *classifying*, *comparison and contrast*, *evaluating*, *predicting*, **and** *summarizing*.

Beginning, early intermediate and intermediate levels can benefit by using sentence frames because it is an additive approach to each level's language development. For each of the six sets of Language Lines, we have color coded the frames to give the teacher an opportunity to differentiate the language skills for students in their classroom. Starting with **purple** for basic sentence development, the next color is **blue** for a step up in complexity. **Brown**, followed by **red** and **green** round out the five color spectrum used to separate the different levels for your students. Students enjoy responding to sentence framing and at the same time, Language Lines give the teacher an opportunity to easily separate instruction for a variety of English levels.

The Positive Engagement Project is always looking for ways to provide free and powerful tools to educators, so if you have any frame suggestions for our lists, please do not hesitate to email us at pepreps@yahoo.com and we, with your permission, will add your suggestions as we regularly update our Language Line sentence frames with newly acquired submissions.

Cause and Effect Language Lines

_____ , so _____.
      cause   effect

_____ **because** _____.
      effect   cause

Because _____ , _____.
             cause   effect

Since _____, _____
         cause   effect

_____ **therefore** _____.
      cause   effect

Because _____, **led to**_____ .
            cause   effect

As a result of _____, _____ .
               cause   effect

_____ **due to the fact that** _____.
      effect   cause

Due to the fact that _____ , _____.
                 cause   effect

Sorting and Classifying Language Lines

_____ goes with _____ .

_____ does not go with _____ .

I would put _____ with _____ because _____ .

I would classify _____ and _____ together because _____ .

I think _____ belongs in the same category as _____ because _____ .

I would not classify _____ and _____ in the same category because _____ .

Comparison / Contrast Language Lines

_____ and _____ both have _____.

_____ is like _____ because _____.

_____ is unlike _____ because _____.

_____ and _____ are alike because _____.

_____ and _____ are the same because _____.

_____ and _____ are different because _____.

_____ and _____ are similar because they both _____.

_____ is _____, but _____ is _____.

_____ and _____ differ because _____.

_____ and _____ are different because _____, but _____ does not.

_____ is _____ , however, _____ is _____.

_____ has _____, yet _____ has _____.

_____ is similar to _____ in many ways because _____ and _____.

Both _____ and _____ are _____, however, _____ is _____.

Both _____ and _____ have _____, however, _____ has _____.

Even though _____ has _____, _____ has _____.

_____ is _____. On the other hand, _____ is _____.

Despite having _____ in common, _____ is different than _____ because _____.

One variation between _____ and _____ is that _____ has _____.

_____ is _____. On the contrary, _____ is _____.

While there are differences between _____ and _____ , both _____ .

There are many differences between _____ and _____ . One of the biggest differences is _____ .

Evaluating Language Lines

In my opinion, _____ because _____ .

I believe that_____ because _____.

I think _____ because _____ .

It seems to me that _____ .

I liked / disliked the way _____ because _____ .

The _____ makes me feel _____ because _____.

I don't agree with the statement because _____.

In my opinion, the author _____ because _____ .

In my view, this _____ is/was _____ because _____.

I don't think the evidence supports_____ because_____.

Although _____ is/was _____, I believe _____ because _____ .

Prediction Language Lines

I predict _____ because _____.

Since _____, I predict _____.

I read that _____, so I predict_____ .

I think _____ will happen because _____.

From what I know about _____, I predict _____.

Based upon _____, I believe _____will _____.

Because I know_____, I am sure that _____ will _____.

Even though _____, I know that _____.   So I predict _____.

Summary Language Lines

In the beginning, _____. But then, _____. At the end, _____ .

First _____ . Then, _____ . Finally, _____ .

First _____. Next, _____. Then _____. Finally, _____.

_____ wanted _____, but _____ so _____ .

I saw that first, _____, then, _____ and at the end, _____.

In short, _____ needed _____ but _____ .
So, _____ . Eventually, _____ .

In summary, _____ wanted _____ but _____.
So, _____. Finally _____ .