Language Lines

I would classify ________ and ________ together because ________.

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

Sentence Frames To Express Six Essential Comprehension Skills!
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 ___________.

www.PEPnonprofit.org
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 _______________.

www.PEPnonprofit.org
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 ______________ .