ELPS Instructional Tool

Sentence Frames and Probing Questions
A Language Development Process for \textbf{Beginning} and \textbf{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) ______________________________.
INFERRENCE 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 ________________________________.
INFESSION 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 ________________?