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Learning Strategies		
	Prior Knowledge	
1(A) use prior knowledge and experiences to understand meanings in English	**Teacher Questions** • What do you know about...? • What do you remember about...? • What is an example of a...? • What is a non-example of a...? • What is a ...? • What is a type of ...? • What experience have you had with...? • What have you learned about...? • Close your eyes and think of ___. What do you see? • What does the picture/word/phrase remind you of? • What does ___ mean to you? • How can ___ be represented? • How have you used...? • What do you think the word ___ means? • Where in your daily life do you see (use, interact with, etc.)...? • Think about a time when you... **Student Sentence Stems** • I know.... • I remember... • An example of a ___ is... • A non-example of a _____ is... • A ___ is... • A type of ___ is... • An experience I have had with ___ is... • I learned... • I see... • The picture reminds me of... • ___ means... • A ___ can be represented with a... • I have used ___ to... • I think ___ means... • I see (use) _____ when I... • A time I used ___ was when...	• Anticipation Chat • Anticipation Guides • Insert Method • KWL • List/Group/Label • Pretest with a partner • Free Write • Card Sorts • Graffiti Write • Carousel Activity • Sculptorades
	Examples	
	PK-5 • I know a bus is <u>bigger</u> than a car. • A non-example of a <u>model</u> is looking at the moon through a telescope. • I learned <u>adaptations</u> help organisms survive. **6-8** • An example of a <u>law</u> is <u>Newton's first law of motion</u>. • I think <u>force</u> means to push or pull. • <u>Erosion</u> can be represented with a <u>model</u>. **9-12** • The pictures remind me of <u>light bulbs and switches</u>. • I remember <u>elements</u> are found on the periodic table. • I use <u>chemicals</u> when I help clean the house.	

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Learning Strategies		
1(B) monitor oral and written language production and employ self-corrective techniques or other resources	**Self Corrective Techniques** Teacher Question/Statements • Please say that again. • Please repeat. • What I hear you say is… • Does the statement sound correct to you? • Does it sound right/look right? • What did you notice? • What letter does the word ___ begin with? • What sound does ___ make? Student Sentence Stems • I mean … • I meant to say/write … • I said… • Let me rephrase that. • Let me say that again. • The word I am thinking of looks like… • How do you pronounce this word? • How would I be able to check …?	• Accountable Conversation Questions • Oral Scaffolding • Think Alouds • Total Response Signals
	Examples PK-5 • Student says, "I writed my **observations**." Teacher restates, "You wrote your **observations**." Student says, "Yes, **I wrote my observations.**" • Student says, "The Moon orbs the Earth ." Then self-corrects by saying, "I mean the **Moon orbits the Earth**." 6-8 • I meant to write, "**Safety rules are important**" instead of "**Rules safety is important**." 9-12 • How do you pronounce the word **polyatomic**?	
1(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	**Drawing/Memorizing/Reviewing** Teacher Questions/Tasks • What picture represents the word…? • What gesture could be used to represent…? • Create a rap song to remember… • Create a mnemonic device to memorize… • Match the words to their corresponding picture. • What strategy could you use to remember the meaning of…?	• CALLA Approach • Concept Definition Map • Concept Mapping • Creating Analogies • Creating Words • Flash Card Review • Four Corners Vocabulary • Graffiti Write • Card Sorts

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Learning Strategies		
1(C) continued	**Student Sentence Stems** • I drew a ... • I can draw a ___ to represent a... • I can describe ___ by drawing a... • The model shows... • The picture represents the word... • The graph describes... • The symbol for ___ is... • The pattern is an example of a... • The word is ___ and it looks like this... • I memorized the ___ by remembering... • I decided to represent ___ this way because ... • I know/don't know the words ... • I'm familiar/not familiar with ___ • I will need to review ... ### Concept Mapping **Teacher Questions** • What is the focus question of your concept map? • What important terms must you know to create a concept map of...? • What are the most important ideas in your concept map? • How does a concept map help you learn the meaning of...? • Why did you organize the information like that? **Student Sentence Stems** • The focus question is ... • The terms I must know are... • The most important idea is... • ___ is related to ___. • Some examples of a ___ are ... • A non-example is... ### Comparing/Contrasting **Teacher Questions** • What is the difference between...? • How are ___ and ___ the same? • Why do you think they are the same/different? **Student Sentence Stems** • A ___ has ___. • A ___ is ___. • A similarity is... • A difference is... • A ___ has ___, but a ___ has ___. • ___ and ___ both have ___. • An attribute ___ and ___ have in common is... • A property ___ and ___ don't share in common is... • ___ is the same as ___ because they are both ... • ___ is different from ___ because ... • ___ is similar to ___ because ... • I think they are the same/different because...	• Multiple Representations • Graphic Organizer • Personal Dictionary • Scanning • Six Step Vocabulary Process • Total Physical Response (TPR) • Total Response Signals • Vocabulary Alive • Vocabulary Game Shows • Word Play • Word Sorts	

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Learning Strategies		
1(C) continued	**Examples**	
	PK-5	
	• I drew a picture to show the <u>cloud coverage</u>.	
	• The model shows the <u>life cycle</u> of a frog.	
	• The most important idea in the concept map is <u>basic needs</u>.	
	• An ice cube is a <u>solid</u>. Soda is a <u>liquid</u>.	
	6-8	
	• I memorized <u>the order of the planets</u> by remembering <u>My Very Excellent Mother Just Sent Us Nachos.</u>	
	• The word is <u>kinetic</u> and it looks like this (student waves arms and jumps up and down to show motion).	
	• The <u>Sun</u> and the <u>Earth</u> both have layers inside them.	
	9-12	
	• I can describe <u>reflection</u> by drawing a ball bouncing off a wall.	
	• <u>Photosynthesis</u> is related to <u>respiration</u>.	
	• I used a three-circle Venn diagram to show how <u>conduction</u>, <u>convection</u>, and <u>radiation</u> are related.	
1(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	**Requesting Assistance**	• CALLA Approach • Accountable Conversation Questions • Expert/Novice • Instructional Scaffolding • Think, Pair, Share • Total Physical Response (TPR) • Vocabulary Alive
	Teacher Questions	
	• Did you understand the question?	
	• Do you want me to repeat the question?	
	• What gesture can you use to alert me to speak slower?	
	Student Sentence Stems	
	• Can you help me ...?	
	• I don't understand ...	
	• Would you please repeat/rephrase that...?	
	• Would you please say that again a little slower?	
	• Would you please explain ...?	
	Synonyms/Circumlocution	
	Teacher Questions	
	• What other word can be used for the word ___?	
	• What is an example of a ___?	
	• What is a word that means the same as ___?	
	• Describe the word you are thinking about.	
	• What does the word/concept remind you of?	
	Student Sentence Stems	
	• It's the same as ...	
	• ___ means the same as ___.	
	• Another word for ___ is ___.	
	• ___ is the same as the symbol ___.	
	• A synonym for the word ___ is ___.	
	• A ___ is a ___.	
	• It's similar to ...	
	• It includes ...	
	• The word I am thinking of looks like...	

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Learning Strategies		
1(D) continued	Examples	
	PK-5 • Another word for <u>decay</u> is <u>decompose</u>. • The word I am thinking of means the same as lightning bolt. 6-8 • A synonym for the word <u>convert</u> is <u>change</u>. • <u>Water</u> means the same as <u>H_2O.</u> 9-12 • <u>Chemical change</u> means the same as <u>chemical reaction</u>. • The word I am thinking of reminds me of a rainbow.	
1(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	**Concept Attainment with New Words** Teacher Questions/Tasks • How would you categorize the words/ pictures? • What are the attributes of...? • Classify the .... Student Sentence Stems • A characteristic is... • A characteristic of ___ and ___ is... • One characteristic/attribute of ___ is ... • The group has... • I would classify this word/concept under ___ category. • The patterns have in common... • All ___ are ... • All ___ have ... • All ___ are not ... • All ___ do not have ... • ___ is an example of ___ because... • ___ is a non-example of ___ because ... • Another example might be ___ because .... **Language Attainment with New Words** Teacher Questions/Tasks • Share with a partner what you know about the word... • Write words/examples associated with the word... • Is there another word for ___? • What science term have you learned that describes ___? • What does ___ represent? • Use the words ___, ___, and ___ in a complete sentence. Student Sentence Stems • ___ means ... • ___ represents ___. • A ___ is an attribute of a ___. • Another word for ___ is ___. • The ___ describes ... • A science term that describes ___ is ___. • I can use the word ___ when ... • I would not use the word ___ when ... • I might be able to use the word ___ when ___ because ... • I probably would not use the word ___ when ___ because ...	• CALLA Approach • Conga Line • Concept Attainment • Creating Words • Concept Definition Map • Creating Analogies • Dirty Laundry • Fold the Line • Group Response with a White Board • Instructional Conversation • Multiple Representations Graphic Organizer • Question, Signal, Stem, Share, Assess • Structured Academic Controversy • Think, Pair, Share • Whip Around • Word Sorts

Learning Strategies		
1(E) continued	**Examples**	
	PK-5 • Another word for <u>softness</u> is <u>pliability</u>. • All <u>traits</u> are not <u>inherited.</u> **6-8** • A science term that describes <u>non-living things</u> is <u>abiotic.</u> • I would use the word <u>organism</u> when talking about a tree, my dog, or myself. **9-12** • The <u>reactants</u> describe the <u>substances undergoing a change</u>. • Some characteristics of <u>a wave</u> include <u>frequency</u>, <u>wavelength</u>, and <u>amplitude</u>.	
1(F) use accessible language and learn new and essential language in the process	**Using Accessible Language** Teacher Questions • The word you are thinking of is... • What you are trying to say is... • What I hear you say is... • Will you repeat this word with me? Student Sentence Stems • I think... • The answer is... • The pattern is... • The process is... • I need to say ... • To find out how to say __ I can look at ... • Will you please explain what ___ means? • I can use resources such as ___ to remember how to say ...	• Accountable Conversation Questions • CALLA Approach • Chat Room • Creating Words • Dirty Laundry • Expert/Novice • Instructional Scaffolding • Think Alouds • Vocabulary Alive
	Examples	
	PK-5 • Student says, "I think the sandy <u>dirt</u> holds more water." Teacher says, "What I hear you say is that the sandy <u>soil</u> holds more water." **6-8** • The answer is <u>all organisms are composed of cells</u>. **9-12** • To find out how to say <u>the light bends</u>, I can look at my notes or ask a friend.	

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Learning Strategies		
1(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	**Formal and Informal English** Teacher Questions • What word could you use instead of ___? • What word would you use to describe ___ to a friend? • What word would you use to describe ___ to a math teacher? Student Sentence Stems • The ___ has ...... • I would describe ___ to a friend by saying... • At school, we say ... • I would describe this to someone in my own words by saying/writing ... • I would describe that using mathematical language by saying ...	• Brick and Mortar Cards • Card Sorts • Discussion Starter Cards • Formal/Informal Pairs • Mix and Match • Radio Talk Show • Same Scene Twice • Sentence Sort
	Examples	
	PK-5 • The cow eats the grass. **VS.** The cow consumes the grass. • I found the length. **VS.** I measured the length. 6-8 • The thing has many cells. **VS.** The organism is multicellular. • The land has been eaten away. **VS.** The land has eroded. • The atoms on both sides are equal. **VS.** The reaction is balanced. 9-12 • Energy was changed. **VS.** Energy was converted. • I would describe DNA to a friend by saying it is the molecule that carries the instructions for life.	
1(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	**Deductive Reasoning** Teacher Questions • What is given in the problem? • What questions can we ask to investigate this further? • The scientific law says... • If ___ is true, then we can state ...? Student Sentence Stems • All ___ have ___. ___ has ___. ___ must be a ___. • ___ has ___ and ___. ___ must be an example of ___. • All ___ have... • So it must be an example of ...	• Instructional Conversation • Perspective-Based Writing • Question, Signal, Stem, and Share • Structured Conversation

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Learning Strategies	

1(H) continued	**Inductive Reasoning**
	Teacher Questions
	   • What can you conclude from the pattern?
	   • What observations did you make?
	   • Why did you group these ___ together?
	   • What is a characteristic all ___ have/had in common?
	
	Student Sentence Stems
	   • A counterexample is...
	   • A generalization is...
	   • A conclusion is,..
	   • A conclusion I can make from the ___ is...
	   • All ___ had the characteristic(s) of...
	   • If the pattern continues, I think it will...
	   • All the ___ we saw were/had ...
	   • So all ___ probably are/have...
	   • Every example we observed was/had ...
	   • So we can infer that all ___ are/have...
	   • If ___ works for ___, maybe ___ will work for...
	
	Patterns in Language
	Analyzing Sayings/Expressions
	Teacher Question
	   • What are words/expressions I often use?
	   • How can we write a chemical equation as a sentence?
	
	Student Sentence Stems
	   • The answer is...
	   • The expression that best describes ___ is...
	   • The relationship between ___ and ___ is...
	   • One pattern I noticed was ...
	   • I think the word ___ means...
	   • One word/expression that was used a lot was...	

	Examples

	PK-5
	   • <u>Living things</u> need <u>food and water</u>. My <u>dog</u> needs <u>food and water</u>. My <u>dog</u> must be <u>living</u>.
	6-8
	   • My inference is <u>the water cycle never ends</u>.
	9-12
	   • One pattern I noticed was <u>all the elements in a group have the same number of valence electrons.</u>

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Listening		
2(A) distinguish sounds and intonation patterns of English with increasing ease	**Sounds and Intonation Patterns** Teacher Questions • Did I ask a question or make a statement? Why? • Can you tell ___ and ___ apart? How? • Can you distinguish between ___ and ___? • Why did I stress the word___? • Is the word ___ spelled with a ___ or a ___? Student Sentence Stems • What you said sounded like a ___ because... • Are you telling me or asking me? • I can tell ___ apart from ___. • I can distinguish between ___ and ___. • I can't distinguish between ___ and ___. • ___ sounds different than ___. • The word ___ and ___ sound the same to me. • You said the word ___. It starts with... • I think that word starts with the letter (is spelled) ___ because ... • You stressed the word ___ because ... • You did not stress the word ___ because ... • To change the meaning of this sentence I could stress ... • To change the tone of this sentence, I could (change the pitch, volume, speed, etc.) ...	• CCAP • Sound Scripting • Segmental Practice • Suprasegmental Practice
	Examples PK-5 • You said the word <u>cycle</u>. It starts with the letter <u>c</u>. 6-8 • I can't distinguish between <u>convection</u> and <u>conduction.</u> 9-12 • Teacher tells a student to verify if the answer is correct by stating, "Those are the products?" Student replies, "Are you telling me or asking me?"	
2(B) recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	**Sound System** Teacher Questions • What sound does/do the letter(s) ___ make in the word ___? • What sound does the vowel ___ make in the word ___? • Is ___ a long/short vowel in the word ___? Student Sentence Stems • I hear ___ in the word ___. • The sound I heard was... • The word you said has a ... • ___ has the ___ sound.	• Word Wall • Word Sorts • Songs/Poems/ Rhymes • Systematic Phonics Instruction • Segmental Practice
	Examples PK-12 • The sound I heard was <u>a short vowel "a"</u>. • The word <u>change</u> has a silent <u>e</u>. • <u>Graph</u> has the "f" sound.	

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Listening		

2(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	**Language Structures/Expressions during Interactions**
	
	Teacher Question
	• What new terms did you hear during the lesson?
	• The following are some examples of question stems commonly used in TAKS. Students should get used to hearing these types of questions during instruction.
	    o How does this affect the...?
	    o Which _____ best models (shows, represents)...?
	    o Which of the following (conditions) most likely caused...?
	    o Which of the following is best classified as _____?
	    o Which of the following best represents...?
	    o Which of these best describes...?
	    o Which characteristic is most...?
	    o Which question could be answered from the data?
	    o What is the best conclusion?
	    o What is the best explanation?
	    o What factors affect...?
	
	Student Sentence Stems
	• I heard the new word/phrase...
	• One new phrase I used was ...
	• I heard ___ use the word/phrase ...
	• An expression I hear in science class is...
	• A new word/phrase I heard was ...
	• I can use that word/phrase when ...
	• I used the word/phrase ___ when I spoke with ...
	• I used the word/phrase ___ to express the idea that ...
	
	Examples
	
	PK-5
	• A new word I heard was **precipitation**.
	6-8
	• An expression I hear in science class is "**The characteristics associated with**..."
	9-12
	• I used the word **viral** when I spoke with my doctor.
		• Carousel Activity
		• Creating Words
		• Oral Scaffolding
		• Personal Dictionary
		• Scanning
		• Self-assessment of Levels of Word Knowledge
		• Think, Pair, Share,
		• Vocabulary Self Collection
		• Vocabulary Alive
		• Word Sorts

2(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	**Clarification during Instruction and Interaction** Teacher Questions/Actions • Do you need more time to think? • Let me repeat the question. • After asking a question, provide ELs sufficient wait-time to formulate a response before asking them to respond. Student Sentence Stems • Can you help me to ...? • I don't understand what/how... • Would you please repeat that? • So you're saying ... • May I please have some more information? • May I have some time to think?	• Inside/Outside Circle • Instructional Conversation • Instructional Scaffolding • Structured Conversation • Think Alouds • Think, Pair, Share • Total Physical Response (TPR)

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Listening		
	Linguistic, Visual, Contextual Support	
2(E) use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language	**Teacher Questions** • Based on the pictures, what is the lesson going to be about? • How do experiments help you understand science concepts? • How does graphing a table's data help you understand? • How could you represent this pattern with pictures? • What is the problem about? • What graphic organizer would help you...? • What model best demonstrates this concept? • How is this represented in the real world? **Student Sentence Stems** • The experiment helped me understand... • Using pictures with my observations helps me... • The graphic organizer shows... • The word ___ is on the word wall. • If I want to find out ___, I can ... • I can use ___ to check if I .... • When I hear ___ it tells me ... • Would you please show me on the... (diagram/picture/organizer/notes/etc.)....? • One limitation of the model is...	• Card Sorts • Creating Words • Graphic Organizers • Inside/Outside Circle • Instructional Conversation • Instructional Scaffolding • Multiple Representation Graphic Organizer • Multiple Representation Card Game • Nonlinguistic Representations • Posted Phrases and Stems • Structured Conversation • Think, Pair, Share • Personal Dictionaries
	Examples	
	PK-5 • The pictures help me understand the <u>life cycle</u>. **6-8** • The graphic organizer shows the relationship between <u>elements</u> and <u>compounds</u>. **9-12** • Will you please show me a picture of a <u>prokaryotic cell</u>?	
	Concept Attainment from a Variety of Media	
2(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment	**Teacher Questions** • How did the ___ help you understand ___? • How is ___ related to the concept of ___? • What was the ___ about? • How does the website help you understand ___? • How does the graphing calculator help you understand ___? **Student Sentence Stems** • I notice ... • ___ represents... • I conclude... • It appears... • I heard/saw a ... • ___ can be used in real life to... • The ___ was about... • The video on ___ helps me understand... • The song was about... • I heard/observed ___ which makes me think ... • I think ___ is an example of ___ because... • One characteristic/attribute of ___ that I heard/observed is ...	• Concept Attainment • Concept Mapping • Learning Logs and Journals • Chunking Input • Visual Literacy Frames • Pairs View

Listening		

2(F) continued	**Language Attainment from a Variety of Media**
	Teacher Questions
	  • What words might you hear in the ___?
	  • What new word did you hear/see in the ___?
	  • What do you think ___ means?
	  • Based on the ___, what do you think ___ means?
	  •
	Student Sentence Stems
	  • ___ means...
	  • I heard/saw the word/phrase ___.
	  • I think the word/ phrase means/does not mean ...
	  • I heard/saw the word/phrase ___. I can use it when...
	  • I heard/saw the word/phrase ___. I might be able to use it when___ because ...
	  • I heard/saw the word/phrase___. I probably would not use it when ___ because ...	

	Examples	

	PK-5
	  • The <u>PowerPoint</u> was about <u>the water cycle</u>.
	  • I heard the words <u>natural</u> and <u>manmade</u>.
	6-8
	  • It appears the <u>song is about biodiversity</u>.
	  • I heard the word <u>human dependence.</u>
	9-12
	  • The video on <u>the periodic table</u> helps me understand <u>why the table is arranged a certain way</u>.
	  • The website on <u>waves</u> helped me understand <u>the Doppler effect</u>.	

2(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar	**Meaning in Spoken Language**
	Teacher Questions/Tasks
	  • What was the ___ about?
	  • What are the instructions?
	  • Based on the explanation, how would you...?
	  • Based on the clues given, what is the meaning of...?
	  • Will you repeat what I just said?
	  • What did you understand of what I said?
	  • Prompt for elaborated student responses such as:
	     ○ Explain what ___ just said.
	     ○ Tell me more about that.
	     ○ Do you agree with ...? Why/why not?
	     ○ Why do you think...?
		• Dirty Laundry
		• Graffiti Write
		• Guess Your Corner
		• IEPT
		• Question, Signal, Stem, Share, Assess
		• Reciprocal Teaching
		• Story Telling
		• Structured Conversation
		• Summarization Frames

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Listening		
2(G) continued	**Student Sentence Stems** • I think ___ means ... • I think ___ means ___ because ... • The ___ is/is not represented by...because • My partner said... • I agree/disagree with ___ because... • ___ said "___." I think it means ... • I heard ___ (the speaker) say ... • I heard you say___. Another way to say that might be... • One thing I heard was ... • One thing ___ (the speaker) said was ... • I have never heard the word/phrase/concept but I think it means... **Main Point in Spoken Language** **Teacher Questions** • What steps must you follow to determine the ...? • What is the problem about? • What is the experiment attempting to support? • What is the main point of the article? • What information is irrelevant? **Student Sentence Stems** • The ___ is... • The ___ describes... • The ___ represents... • It's about... • A generalization is... • I do/don't need to know about... • The experiment is attempting to support the idea that... • Overall our objective is... **Details in Spoken Language** **Teacher Questions** • What are the attributes/characteristics of...? • From a scale of 1 to 3, how clear were the instructions? • What is step number ___ of the instructions? • What is one important detail you heard? • Why is ___ different from ___? • How are ___ different from ___? **Student Sentence Stems** • The instructions are... • The first step is... • An attribute I heard is... • My partner said... • My partner said ___ and ___ have... • One characteristic of ___ is... • One important thing I heard (the speaker) say was ... • ___ (The speaker) said ____, which is important because ... • I heard ___ (the speaker) say ___ which supports the idea that ... • I heard that ___ and ___ are different because...	

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Listening		
2(G) continued	**Examples**	
	PK-5 • The teacher holds a watering can (with water) over a model of a house and says, "The water represents one type of precipitation." The student says, "I think <u>precipitation</u> means <u>rain</u>." • I agree that trees are a <u>natural resource</u>. • One type of movement is <u>sliding</u>. **6-8** • I agree with my partner because <u>runoff of fertilizers can damage the ocean</u>. • The <u>average speed</u> is equal to total distance divided by total time. • The first step is <u>to use a balance to measure the mass</u>. **9-12** • One thing I heard was <u>waves move differently in different media</u>. • Overall our objective is <u>to determine the traits possible in the offspring</u>. • The instructions are <u>to create a table for the data and then conduct the experiment</u>.	
2(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	**Implicit Ideas** Teacher Questions • From the ___ what can you conclude? • What is your prediction? • Which procedure could be used for...? • Which statement is best supported by...? • Which of the following shows...? • Which statement is not true? • Which is a reasonable answer? • What can you infer from the ___? • What conclusion can be drawn from...? • Based on the information in the ___, which statement is a valid conclusion? • What might NOT be a valid representation of___? • Which is the best explanation for...? Student Sentence Stems • A valid conclusion is... • The statement is not true because... • I can conclude ___ because... • I can assume ____ because ... • The best explanation is... • My prediction is... • Even though it doesn't say ___, I think ... • Based on ___, I can infer that ... • From the information found in ___ I can infer that ___. • Based on the information I heard in ___, I can conclude...	• Instructional Conversation • Discovery Learning • Question, Signal, Stem, Share, Assess • Reciprocal Teaching • Story Telling • Structured Conversation • Summarization Frames • Whip Around
	Examples	
	PK-5 • My prediction is that more energy will make the ice <u>melt</u> faster. **6-8** • I think the <u>density</u> is greater than 1 g/cm³ <u>because the marble sank in water</u>. **9-12** • I can conclude <u>the reaction is a synthesis reaction because two things are being combined</u>.	

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Listening		

2(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	**Following Spoken Directions**
	Teacher Questions/Tasks
	• Who can restate the instructions?
	• What will we do first, second, and finally?
	• Tell your partners what they need to do to complete the task.
	
	Student Sentence Stems
	• The first step is ...
	• The next steps are ...
	• I know I'm finished because ...
	• What you need to do is...
	• The initial step is ...
	• The next step(s) in the process is/are
	• I will know I've completed the task successfully when ...
	
	Retelling/Summarizing Spoken English
	Teacher Questions/Tasks
	• In your own words, what did ___ just say?
	• Prompt for elaborated student responses such as:
	  o Explain what ___ just said.
	  o Tell me more about that.
	  o Do you agree with ...? Why/why not?
	  o Why do you think...?
	
	Student Sentence Stems
	• It's about...
	• The main idea is ...
	• First___. Then___. Finally___.
	• I would explain the concept to a friend by ...
	• The general idea is...
	
	Responding to Questions/Requests
	Teacher Questions
	• Did anyone think of this problem in a different way?
	• Why did you choose this procedure to answer the question?
	• How does the method relate to the method ___ just explained?
	• Why did you draw ___ to represent a ___?
	• ___ please come and solve the genetics problem ___ on the board.
	
	Student Sentence Stems
	• You asked___. I think ...
	• The answer is...
	• I think you're asking ...
	• Do you want me to ...?
	• I heard you say___, so I need to ....
		• Carousel Activity
		• Creating Words
		• Dirty Laundry
		• Guess Your Corner
		• Framed Oral Recap
		• Keep, Delete, Substitute, Select
		• IEPT
		• Instructional Conversation
		• Mix and Match
		• Note Taking Strategies
		• Outlines
		• Question Answer Relationship (QAR)
		• Question, Signal, Stem, Share, Assess
		• Reader/Writer/Speaker Response Triads
		• Reciprocal Teaching
		• Story Telling
		• Structured Conversation
		• Summarization Frames
		• Tiered Questions
		• Tiered Response Stems
		• W.I.T. Questioning
		• Word MES Questioning

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Listening		

2(I) continued	**Collaborating With Peers**
	
	Teacher Questions
	• Grouping configurations involving ELLs needs to be predetermined prior to the beginning of instruction. Consider the following when grouping ELLs:
	   o What is the purpose for grouping students?
	   o What are the language proficiency levels and language backgrounds of students?
	   o Does the grouping configuration(s) meet the lesson's objectives?
	
	Student Sentence Stems
	• Can you help me understand ...?
	• Would you please repeat that?
	• What do you think...?
	• Who's responsible for...?
	• Who should ...?
	• My job/part/role is to...
	• So I should ...
	• I'm responsible for ...
	• First ___. Second ___. Finally ___.
	
	Taking Notes
	Teacher Questions
	• What information did you write down?
	• How did you organize the information? Why?
	
	Student Sentence Stems
	• I noted ...
	• The main ideas I wrote down were ...
	• Some details I wrote down were ...
	• I can organize the ideas I wrote by... (making an outline, concept map, Venn diagram, chart, etc.)	

Speaking		
3(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	**Producing Sounds** Teacher Questions • What sound does/do the letter(s) ___ make in the word ___? • What sound does the vowel ___ make in the word ___? • Which word has the consonant blend ___? • Is ___ a long/short vowel in the word ___? • How would you pronounce the word ___? Student Sentence Stems • ___ makes the ___ sound. • ___ is pronounced ___. • The word ___ is pronounced ___ because ... • The letter(s) ___ make(s) the ___ sound. • The word ___ begins with the letter... • The word ___ has the long/short vowel ... • The word ___ has a silent ... • The word ___ has the consonant blend ... • The letter ___ in the word ___is long because ... • The ___ is silent in the word ___ because...	• Fluency Workshop • List Stressed Words • Recasting • Segmental Practice • Suprasegmental Practice

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Speaking		
3(A) continued	**Examples**	
	PK-5 • The word <u>light</u> has the silent letters <u>gh</u>. 6-8 • The word <u>(teacher/student holds up an index card with the word igneous)</u> is pronounced <u>igneous</u>. 9-12 • The letters <u>PH</u> make an <u>"f"</u> sound in the word <u>photoelectric</u>.	
3(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	**Description and Simple Story Telling with High Frequency Words and Visuals** Examples of high frequency words	• Accountable Conversation Questions • Conga Line • Dirty Laundry • Expert/Novice • Inside/Outside Circle • Instructional Conversation • Numbered Heads Together • Partner Reading • Question, Signal, Stem, Share Assess • Retelling • Summarization Frames • Think, Pair, Share • Vocabulary Alive

About	Best	Face	Little	Place
Above	Better	Few	Long	Point
All	Between	Find	Many	Right
Almost	Big	First	Model	Same
Also	Both	Following	Move	Saw
Always	Change	If	Next	Second
Answer	Different	Important	Not	Small
Around	Down	Large	Often	Time
Because	Enough	Learn	Only	Together
Below	Example	Left	Picture	Which

- My picture is about...
- ___ looks like...
- I can describe ___ with the words...
- The picture(s) show(s) ...
- I know it is a ___ because...
- ___ could be described as___ because ...
- I can draw a ___ to represent a ___.
- A model of a ___ will help me tell you...

Routine Language for
Classroom Communication
Teacher Questions/statements
- What gesture do I use to let you know to work in groups?
- If I raise my right hand it means...
- If I say..., it means it is time for...
- If you don't understand what I am saying, you can say..

Student Sentence Stems
- ___ means___.
- Where is/are...?
- Where do I...?
- How do I ...?
- Can you help me ....?
- May I please have some more information?
- May I ask someone for help?
- May I go to...?
- May I...?
- When is it time to ...?

Sentence Stems and Activities Aligned to Cross-Curricular Student Expectations
(subsection c)

Speaking		

3(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	**Speak using a variety of Structures**
	
	Teacher Questions
	• Orally explain...
	   o What are the characteristics of...?
	   o How would you differentiate ___ from ___?
	   o What will happen if...?
	   o What are the similarities between ___ and ___?
	   o Predict what the next ___ will be.
	   o What can you infer from the ___?
	   o What can you conclude from ___?
	
	Student Sentence Stems
	Description
	• A ___ has ___.
	• A ___ is ___, ___, and ___.
	• Additionally, ___ has/have ...
	• ___ is an example of...
	• ___ is an example of....because ...
	Sequence
	• First___. Second___.
	• First ___ and then...
	• If the steps in _____ are put in order, _____ would be the first step.
	• _____ has to happen before _____ can happen.
	Cause and Effect
	• The ___ is ___ because___.
	• ___ because ___.
	• The cause is ___. The effect is ___.
	• ___ was caused by ___.
	• If ___, then ___.
	• When ___, then...
	• The independent variable is ___, and the dependent variable is___.
	Comparison
	• A ___ has ___ but a ___ has ___.
	• ___ and ___ both have...
	• ___ is the same as ___.
	• ___ differs from ___ in that...
	• Although ___ has ___, ___ has ___.
	• ___on the other hand has...
	Predictions
	• The ___ will have...
	• The ___ will be...
	• I predict ___ will...
	• I predict ___ will ___ because...
	• The next picture will be...
	• Due to ___, I think ___ will happen.
	• Consequently, I think...
	Inferences
	• I can infer that...
	• I know ___ because...
	• My conjecture is...
	• From the ___, I can infer...
		• Canned Questions
		• Conga Line
		• Instructional Conversation
		• Experiments/Lab
		• Discovery Learning
		• Fold the Line
		• Numbered Heads Together
		• IEPT
		• Question, Signal, Stem, Share, Assess
		• Reader/Writer/ Speaker Response Triads
		• Signal Words
		• Story Telling
		• Structured Conversation
		• Summarization Frames

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Speaking		
3(C) continued	*Conclusion* • All ___ are ___. • ___ are ___. • I concluded... • I can conclude that... • If ___, then ___. Therefore...	
	Examples	
	PK-5 **Description** • <u>Magnets</u> are <u>metals</u>. <u>Magnets</u> can pick up paperclips. • <u>Magnets</u> are <u>metals</u> and can pick up paperclips. Sequence • First <u>you add soil</u>. Second <u>you add water</u>. • First <u>you add soil</u> and then <u>add water.</u> 6-8 **Cause and Effect** • The <u>pattern</u> is <u>getting bigger</u>. • The <u>pattern</u> is <u>getting bigger</u> because <u>you add three color tiles each time</u>. **Comparison** • <u>Photosynthesis</u> happens in the <u>chloroplast</u>. <u>Respiration</u> happens in the <u>mitochondria</u>. • <u>Photosynthesis</u> happens in the <u>chloroplast</u> while <u>respiration</u> happens in the <u>mitochondria</u>. **Prediction** • The <u>speed</u> will <u>increase</u>. • I predict <u>the speed will increase</u> because <u>the ramp is higher</u>. 9-12 **Inferences** • I know it will have a stronger/longer <u>reaction</u>. • I know this <u>element will react easily</u> because of its <u>location on the periodic table</u>. **Conclusion** • <u>The offspring might be brown.</u> • <u>I concluded that ¾ of the offspring will be brown.</u>	
3(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	**Speak using Science Vocabulary** Teacher Questions The following are some examples of question stems commonly used in TAKS. It is recommended for students to use terms found in these questions during oral discussions. • How does this affect the...? • Which _____ best models (shows, represents)...? • Which of the following (conditions) most likely caused...? • Which of the following is best classified as _____? • Which of the following best represents...? • Which of these best describes...? • Which characteristic is most...? • Which question could be answered using the data? • What is the best conclusion? • What is the best explanation? • What factors affect...? • Which ___ best represents ___? • Which graph best fits the ___? • Which ___ can be used to determine ___?	• Content Specific Stems • Creating Analogies • Creating Words • Dirty Laundry • Instructional Conversation • Mix and Match • Self-assessment of Levels of Word Knowledge • Structured Conversation • Question, Signal, Stem, Share, Assess • Reciprocal Teaching

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Speaking				
3(D) continued	Student Sentence Stems • This affects the ____ because ____. • ____ best models... • This was most likely caused by... • This is best classified as... • ____ represents this concept the best because... • The data shows that... • The best piece of equipment to use is... • ____ is the best explanation of ... • The most important factors are... • Factors that are unimportant include... • I concluded that... • ____ can be used to determine...			
	Examples of Science Vocabulary			
PK-5				
Adaptations	Freezing	Liquid	Nonrenewable	Renewable
Animals	Gas	Living	Objects	Resources
Behavior	Growth	Magnet	Offspring	Safety
Color	Heat	Man made	Orbit	Shape
Ecosystem	Interactions	Mass	Organism	Size
Energy	Interdependent	Matter	Patterns	Soil
Environment	Investigation	Melting	Physical	Solid
Food chain	Landform	Motion	Plants	Sound
Food web	Life cycle	Natural	Predict	Temperature
Force	Light	Nonliving	Property	Weather
6-8				
Atomic	Convection	Heterotroph	Molecular	Precipitate
Autotroph	Decay	Hypotheses	Natural Selection	Prokaryote
Catastrophe	Density	Inherit	Nonmetals	Radiant
Cell	Domain	Kinetic Energy	Nucleus	Radiation
Chemical reaction	Elements	Kingdom	Organelle	Solar System
Classify	Eukaryote	Luster	Organic	Succession
Community	Experiment	Malleability	Periodic Table	Symbols
Compounds	Function	Metalloids	Plate Tectonics	Taxonomy
Conduction	Geotropism	Metals	Population	Thermal Energy
Conductivity	Gravity	Mixtures	Potential Energy	Variation
9-12				
Acceleration	Endothermic	Homeostasis	Precision	Stoichiometry
Acid	Equipment	Insulator	Product	Structure
Base	Evidence	Ionic	Quantitative	Substances
Conclusion	Evolution	Law	Radioactive	Transcription
Conductor	Exothermic	Magnitude	Reactant	Transfer
Conservation	Fission	Momentum	Replication	Transformation
Corrosive	Flammable	Parallel circuit	RNA	Translation
Covalent	Formula	Pattern	Series circuit	Trend
Design	Function	pH	Solute	Virus
DNA	Fusion	Poison	Speed	Wave

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Speaking		

3(E) share information in cooperative learning interactions	**Share in Cooperative Interactions**
	Teacher Questions
	• Grouping configurations involving ELLs needs to be predetermined prior to the beginning of instruction. Consider the following when grouping ELLs:
	   o What is the purpose for grouping students?
	   o What are the language proficiency levels and language backgrounds of students?
	   o Does the grouping configuration(s) meet the lesson's objectives?
	
	Student Sentence Stems
	• An idea is…
	• My guess is…
	• I think…
	• A characteristic is…
	• First… Second… Finally…
	• The way I would solve the problem is…
	• The ___ can be represented with…
	• What I know about ___ is…
	• My suggestion would be ___ because…
	• I agree/disagree that…because…
	• In my opinion, the answer is reasonable because
	• To solve the problem, we can…
	• Is your answer reasonable? How do you know?
		• Carousel Activity
		• Conga Line
		• Fold the Line
		• Inside Outside Circle
		• Instructional Conversation
		• Structured Conversation
		• Question, Signal, Stem, Share, Assess
		• Peer Editing
		• Pairs View
		• Partner Reading
		• Interview Grids

3(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	**Ask and Give Information** Teacher Questions/Requests • Write two questions for your partner to answer. • What question do you have about the lesson? • What is your answer to the question? • Explain your reasoning to a partner. • Explain to your partner why you agree/disagree with his/her answer? NOTE: How, what, why, where, and when are high frequency words. Student Sentence Stems <table><tr><td>Ask for Information</td><td>Give Information</td></tr><tr><td>How do you …?</td><td>First you … then…</td></tr><tr><td>What is…?</td><td>___ is …</td></tr><tr><td>What did you notice about/in…?</td><td>I noticed …</td></tr><tr><td>What are the characteristic of …?</td><td>One characteristic of ___ is…</td></tr><tr><td>What do you think caused …?</td><td>I think ___ caused ___ because…</td></tr><tr><td>When do you…?</td><td>You ___ when….</td></tr><tr><td>Where do you place…?</td><td>You ___ the ___ in the…</td></tr><tr><td>Why did you use…?</td><td>I used the ___ because…</td></tr></table>	• Instructional Conversation • Interview Grids • Mix and Match • Question, Signal, Stem, Share, Assess • Structured Conversation • Think, Pair, Share

Sentence Stems and Activities Aligned to
Cross Curricular Student Expectations
(subsection c)

Speaking		
3(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	**Express Opinions, Ideas, and Feelings** Teacher Questions • What do you think about...? • What is your position on...? • Is the answer reasonable? Why? • How did you reach that solution/conclusion? • Will you please elaborate on your response? • Do you agree/disagree with...? Why? • Is there another solution to this problem? Please explain. • Is there a counterexample to ....? State the counterexample. • Tell me more about... • What else can you tell me about...? • Which model do you think is the strongest? Student Sentence Stems • I believe ___. • My position is ___. • I think ___. • I think ___ because... • In addition, I think... • I predict... • A solution is.... • I solved the problem by... • The problem can be solved by... • Another solution is ___ because... • The answer is ___. • The answer is ___ because... • The answer is/isn't reasonable because... • I agree/disagree because... • I agree/disagree with ___ because... • ___ represents a ___. • ___ represents a ___ because... • _____ is the strongest model because...	• **Anticipation Chat** • **Conga Line** • **Instructional Conversation** • **Question, Signal, Stem, Share, Assess** • **Reciprocal Teaching** • **Structured Conversation** • **Think, Pair, Share** • **W.I.T. Questioning**
	Examples	
	PK-5 • I think the next one will be a full moon. • I think **next picture will be of a full moon** because **the one before it is of a waxing gibbous**. 6-8 • **Hollow bones in birds** represent an **adaptation**. • **Hollow bones in birds** represent an **adaptation** because **they are lightweight which helps with flight**. 9-12 • The best piece of equipment to use is a graduated cylinder. • I agree because **graduated cylinders are more accurate than beakers**.	

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

	Speaking	
3(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired	**Narrate, Describe, and Explain with Increasing Detail** **Teacher Questions** • How would you describe...? • In your own words, explain why... • Why did ___ happen? • What else can you say about...? • Will you please restate what ___ said? • Explain how you reached that conclusion. **Student Sentence Stems** • This is a ... • The solution is... • The solution is... because... • ___ best represents ___. • ___ best represents ___ because... • ___ is about... • The most important attribute is... • ___ is the most important attribute because... • It's important to remember... • Initially___. Then___ Ultimately___. • First___. Then___. Finally___. • Evidence for my conclusion includes...	• Creating Words • Instructional Conversation • Numbered Heads Together • Question, Signal, Stem, Share, Assess • Roundtable • Story Telling • Structured Conversation • Summarization Frames
	Examples	
	PK-5 • This is a <u>plant</u>. • This is a <u>plant</u> and it has a <u>stem</u> and <u>leaves</u>. **6-8** • The density is <u>.5 g/ml</u>. • The density is <u>.5g/ml</u> because <u>a mass of</u> • <u>4 grams divided by a volume of 8 ml is .5 g/ml</u>. **9-12** • The most important process is <u>replication</u>. • The most important process is <u>DNA replication</u> because <u>it ensures new cells contain a full set of genetic instructions</u>.	
3(I) adapt spoken language appropriately for formal and informal purposes	**Formal and Informal Spoken English** • ___ means ___. • ___ could be a ___ but in science ___ means ___. • The object... • Another word for ___ is ___. • At school we say ___ instead of... • I would explain the pattern/table/graph/picture to a friend by ... • In science we use the word/phrase ... to ... • I would describe ___ to someone outside of school by ... • I would describe ___ using science language by ...	• Chat Room • Expert/Novice • Mix and Match • Oral Scaffolding • Radio Talk Show • Sentence Sort • Word Sorts
	Examples	
	PK-5 • The rock was <u>worn away</u>. • The rock was <u>weathered</u>. **6-8** • Another word for <u>passed down</u> is <u>inherited</u>. • At school, we say <u>function</u> instead of <u>purpose</u>. **9-12** • In biology we use the word <u>homeostasis</u> to describe <u>how organisms maintain a stable internal environment</u>.	

Sentence Stems and Activities Aligned to Cross-Curricular Student Expectations

(subsection c)

Speaking		
3(J) respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment	**Concept Attainment from a Variety of Media** **Teacher Questions** • How did the ___ help you understand ___? • How is ___ related to the concept of ___? • What was the ___ about? • How does the animation help you understand ___? • How does the investigation help you understand ___? **Student Sentence Stems** • I notice ... • ___ represents... • I concluded... • It appears... • I heard/saw a ... • ___ can be used in the real life to... • The ___ was about... • The video on ___ helps me understand... • The song was about... • I heard/observed ___ which makes me think ... • I think ___ is an example of ___ because... • One characteristic/attribute of ____ that I heard/observed is ... **Language Attainment from a Variety of Media** **Teacher Questions** • What words might you hear in the ___? • What new word did you hear/see in the ___? • What do you think ___ means? • Based on the ___, what do you think ___ means? • How does the computer program help you understand the meaning of...? • What did they mean by...? • Why did they use the word ___ to describe ___? **Student Sentence Stems** • ___ means... • I think the word means/does not mean ... • I see/hear... • The word ___ was used... • I noticed the word ___ is pronounced... • I heard/saw the word(s) ___. • I heard/saw the word ___. I can use it when... • Words that were unfamiliar are ___, ___ and ___.	• Chunking Input • Concept Attainment • Concept Definition Map • Learning Logs and Journals • Pairs View • Visual Literacy Frames
	Examples **PK-5** • The <u>PowerPoint</u> was about <u>safety rules and equipment</u>. • I heard the words <u>safety goggles.</u> **6-8** • It appears <u>that the seasons are caused by the tilt of the Earth on its axis</u>. • I noticed the word <u>eukaryotic</u> is pronounced <u>eukaryotic</u>. **9-12** • The video on <u>chromosomal analysis</u> helps me understand <u>how we study the genomes of organisms</u>. • <u>The arrow (→) in a chemical equation</u> means <u>yields or produces.</u>	

Sentence Stems and Activities Aligned to Cross-Curricular Student Expectations
(subsection c)

Reading

4(A) learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	### Decoding Teacher Questions • What sound does/do the letter(s) ___ make in the word ___? • What sound does/do the vowel(s) ___ make in the word ___? • Is ___ a long/short vowel in the word ___? Student Sentence Stems • The letter(s) ___ make(s) the ___ sound... • The word ___ has the long/short vowel ... • The word ___ has a silent ... • The word ___ has the consonant blend ... • The letter ___ in the word ___is long because ... • The ___ is silent in the word ___ because... • The word ___ is pronounced ___ because ...	• Direct Teaching of Affixes • Direct Teaching of Cognates • Direct Teaching of Roots • Self-assessment of Levels of Word Knowledge • Word Generation • Word Sorts • Word Study Books • Word Walls

Cognates

Teacher Questions
• What is a cognate?
• What is the cognate of the word...?
• What are some examples of false cognates?

Student Sentence Stems
• The word ___ helps me spell the word ___.
• The word ___ sounds like ___ in my language and means ...
• The word ___ sounds like___ in my language, but does NOT mean...

Examples of Science Cognates

Characteristics Características	Classify Clasificar	Conclusions Conclusiones	Cycle Ciclo	Diagram Diagrama
Energy Energía	Evidence Evidencia	Experiment Experimento	Group Grupo	Laboratory Laboratorio
Matter Materia	Observations Observaciones	Parts Partes	Science Ciencia	Systems Sistemas

Affixes, Roots, and Base words

Teacher Questions
• What does the prefix/suffix ___ mean?
• What does the root word ___ mean?
• How does knowing the meaning of ___ help you figure out what ___ means?

Student Sentence Stems
• ___ means ___.
• ___ means ___ because...
• The word___ has the prefix/suffix/root ___ which means...
• The base word is...
• The base word in the word ___ is...
• Some other words with this prefix/suffix/root are ...
• This word probably means ___ because...

Examples of Roots, Base Words, Prefixes, and Suffixes used in Science

Root	Base Word	Prefix	Suffix
Anim	Atom	In-	-ic/-ical
Aqua	Nature	Multi-	-ocity
Endo	Observe	Pro-	-troph

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Reading		

4(B) recognize directionality of English reading such as left to right and top to bottom	**Directionality of English Text**
	
	Teacher Questions
	• What is the directionality of script of the ___ language?
	   o Arabic (Right to Left)
	   o English (Left to Right)
	   o Korean (Left to Right or Top to Bottom)
	   o Mandarin (Left to Right or Top to Bottom)
	   o Russian (Left to Right)
	   o Urdu (Right to Left)
	
	Student Sentence Stems
	• In English, words go … *(students can use gestures to indicate directionality)*
	• In ____ (Chinese/Arabic/Hebrew, etc.) words go…, but in English words go…
	• In___ (Spanish/French/Russian, etc.) words go…., and in English words also go…
		• Total Physical Response (TPR)
		• Directionality Sort

4(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	**Sight Vocabulary/** Teacher Questions: • How many times did you use/read/hear the sight word ___? Examples of sight vocabulary words *(see table below)* Student Sentence Stems • I know… • ___ means… • I used/read/heard the word ___. • What are sight words? **Environmental Print** Teacher Questions • What is environmental print? • How does environmental print help students comprehend vocabulary? • What should be labeled in the classroom? • Students show understanding of environmental print through actions with gestures or use simple phrases. Student Sentence Stems • This is a ___. • The symbol says/means… • This sign says ____. It tells me… • Labeling things in the room helps me understand ____ because… **Examples** PK-12 Student points to posted illustration and says… • This is a <u>cycle</u>. • The symbol means <u>energy is added</u>. • That is a <u>cloud</u>.	• Expert/Novice • Oral Scaffolding • Total Physical Response (TPR)

Examples of sight vocabulary words

A	Be	Fast	May	To
And	Call	Give	Some	Use
All	Cut	Going	The	We
Are	Every	Had	Think	You

Sentence Stems and Activities Aligned to Cross-Curricular Student Expectations
(subsection c)

Reading		
4(D) use pre-reading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	**Pre Reading Supports** Teacher Questions • What do you know about...? • What do you remember about...? • What is an example of a...? • What is a ...? • What is a type of ...? • What experience have you had with...? • What have you learned about...? • Close your eyes and think of ___. What do you see? • What comes to mind when you think of...? • What does the picture/word/phrase remind you of? • What does ___ mean to you? • How can ___ be represented? • How have you used...? • What do you think the word ___ means? • What do you know about...? What do you want to learn about...? • Is ___ true or false? • What words in the instructions are unfamiliar to you? • Think about a time when you... Student Sentence Stems • I know.... • I remember... • A ___ is... • A type of ___ is... • I learned... • I see... • I have used ___ to... • An example of a ___ is... • The pictures are about ... • The statement is (true/false). • I think ___ means... • I think this ___ is about ... • A time I used ___ was when... • An experience I have had with ___ is... • A ___ can be represented with a... • The diagram/table/graph helps me... • The graphic organizer is about... • The organizer shows me that ___ is significant because ... • The diagram/table/graph tells me the ___ is about ... • The strategy that will help me understand these instructions the best is probably.... *(note taking, scanning, surveying key text features such as bold words, illustrations and headings, using the wordlist, etc.)*	• Advance Organizers • Anticipation Guides • Backwards Book Walk • Comprehension Strategies • DRTA • Scanning • SQP2RS • Visuals • Word Walls

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Reading		
4(D) continued	Examples	
	PK-5 • I know <u>electricity</u> travels through a circuit. • I have used <u>a balance</u> to measure mass. • I learned <u>canyons</u> are like big ditches. **6-8** • An example of a <u>Protist</u> is an amoeba. • I think <u>reproduction</u> means to have offspring. • An <u>molecule</u> can be represented with a <u>chemical formula</u>. **9-12** • The picture of <u>DNA replicating</u> reminds me of <u>a zipper unzipping</u>. • I remember <u>acids</u> have a pH less than 7. • A type of <u>wave</u> is a transverse wave.	

4(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	**Use of Linguistically Accommodated Material**
	 Teacher Questions
	 • During lesson preparation, teachers make considerations on how to adapt reading materials based on ELLs' language proficiency levels, literacy levels in the native and target language, and educational background. When planning, consider the following questions:
	    o How can the reading material be stated in simpler terms without diminishing the rigor of the science concept?
	    o What picture(s)/table/graph/manipulative/graphic organizer can be used to help students understand the reading material?
	    o What irrelevant information can be deleted from the problem?
	
	 Student Sentence Stems
	 • ___ helped me to understand/write/say ... (*native language summary, native language wordlist, picture dictionary, outline, simplified English text, sentence starters, etc.*)
	 • The outline helped me because...
	 • The problem is about...
		• Adapted Text
		 • Comprehension Strategies
		 • Graphic Organizers
		 • Insert Method
		 • Margin Notes
		 • Native Language Texts
		 • Outlines
		 • Related Literature
		 • SQP2RS
		 • Taped Text

	Examples	
	<u>Adapted Text</u> • Animals are multicellular, heterotrophs with nuclei. What are some examples of animals? Compared to: • Animals have many cells. Animals are heterotrophs. This means they consume or eat other organisms for energy. The cells of animals have nuclei. Dogs and fish are both animals. What are two other examples of animals?	

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Reading		
4(F) use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	**Using Visual/Contextual Support to Understand Text** Teacher Questions • Based on the picture(s)/table/graph/ graphic organizer, what is the problem/text about? • How do manipulatives help you understand the reading materials? • How could you solve this problem by using manipulatives/visualization/illustrations/diagrams? • What is the problem situation about? Student Sentence Stems *Reading* • The illustrations tell me this word problem/reading material is about … • The diagram/graph/pattern tells me the text is about … • The organizer tells me that I should pay attention to … • The organizer shows me that ___ is significant because … *Confirming understanding* • I raise my hand when… • I don't understand… • I can check if I understand what I'm reading by… • The strategy that will help me to understand this text the best is probably…. *(note taking, scanning, surveying key text features, drawing, guess and check, write an equation, make a table, etc.)* because… *Developing Vocabulary and Background Knowledge* • I use the word wall/wordlist while I read because… • When I come across an unfamiliar word or phrase, I can … *Grasp of Language Structures* • When I see ___ in a problem, it tells me…. • I noticed a lot of ____ in the problem/reading material. It probably means… **Using Teacher/Peer Support to Understand Text** *Reading* • What is the problem/reading material about? • What does ___ mean? • Will you read ___ for me? • Would you please show me on the (diagram/picture/organizer /notes/etc.)…? *Confirming understanding* • It seems like ___. Is that right? • Can you help me understand…? • Can I please have some more information about …? • Where can I find out how to …? • Can I ask someone for help with …? *Developing Vocabulary and Background* • Will you please explain what ___ means? • Does ___ also mean …? • Why does the text have …? *Grasp of Language Structures* • One word/expression that I saw was… • What does the word/expression ____ mean? • Why is there a lot of ____ in the text?	• Anticipation Chat • Comprehension Strategies • DRTA • Graphic Organizers • Imrov. Read Aloud • Insert Method • Nonlinguistic Representations • QtA • Question, Signal, Stem, Share, Assess • Scanning • SQP2RS

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Reading		

4(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	**Shared Reading**
	
	Teacher Questions
	• I will read the problem first. Who wants to re-read the problem?
	• I will read the first step. Who wants to re-read the first step?
	• What does ___ mean?
	• What are the most important details?
	• Why is the table/picture/graph important to understand the word problem/reading material?
	• Let's read the instructions together.
	
	Student Sentence Stems
	• The instructions say...
	• I will read ...
	• I'm responsible for ...
	• The table/picture/graph says...
	• The table/picture/graph is important because...
	• What does the word ___ mean?
	• My job/part/role is to...
	• Can you help me understand ...?
	• Will you please read the step again?
	• Would you please repeat that again?
	
	Retelling/Summarizing
	Teacher Questions/Tasks
	• In your own words, what is the word problem/reading material about?
	• Prompt for elaborated student responses such as:
	  o Explain what ___ just said.
	  o Tell me more about that.
	  o Do you agree with ...? Why/why not?
	  o Why do you think...?
	
	Student Sentence Stems
	• It's about...
	• The experiment is about...
	• The instructions are asking me to...
	• First...Then...Finally...
	• I would explain ___ to a friend by ...
	• Some ideas that could help me solve the problem include...
	
	Responding to Questions/Requests
	Teacher Questions
	• Did anyone think of this problem in a different way?
	• Why did you choose that method?
	• How does the method relate to the method ___ just explained?
	• Why did you draw ___ to represent a ___?
	• ___ please come and solve problem number ___ on the board.
	
	Student Sentence Stems
	• The answer is...
	• I think you're asking ...
	• Do you want me to ...?
	• I heard you say___, so I need to ....
		• Carousel Activity
		• Cornell Notes
		• Guess Your Corner
		• Guided Notes
		• Keep, Delete, Substitute
		• Mix and Match
		• Numbered Heads Together
		• Question, Signal, Stem, Share, Assess
		• Reciprocal Teaching
		• Polya's Problem Solving Method
		• Story Telling
		• Structured Conversation
		• Summarization Frames

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Reading		
4(G) continued	**Taking Notes** Teacher Questions • What information did you write down? • How did you organize the information? Why? Student Sentence Stems • I noted … • I can draw a… • I can act it out by… • The main ideas I wrote down were … • Some details I wrote down were … • I can organize the ideas I wrote by… (making an outline, concept map, Venn diagram, chart, etc.)	
4(H) read silently with increasing ease and comprehension for longer periods	**Read Silently with Increasing Comprehension** Teacher Questions • What are the instructions asking you to do/find? • What are some important details about the reading? • What is the irrelevant information in the problem? Student Sentence Stems • I need to… • I read about … • I understood/didn't understand… • The word problem/reading material/textbook says… • I think I need to… • ___ is irrelevant information because… **Examples** PK-5 • I need to <u>draw and label a picture of a plant</u>. 6-8 • I didn't understand <u>the word coefficients in the explanation</u>. 9-12 • I think I need to <u>find the acceleration of the car</u>.	• Adapted Text • Double Entry Journals • Idea Bookmarks • Structured Conversation
4(I) demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	**Supporting Ideas and Details** **Graphic Sources** Teacher Questions • What is the important information in the instructions? • What information is needed to solve the problem? • Who…? What…? When…? How…? Which…? Student Sentence Stems • ___ is important. • I highlighted/circled ___, ___, and ___. • ___ is not needed to solve the problem. • The illustrations tell me this problem/reading material is about.. • This illustration/chart/diagram shows … • This illustration/diagram/graph/chart is significant because …	• Comprehension Strategies • DRTA • Graphic Organizers • Learning Logs • Nonlinguistic Representation • Numbered Heads Together • Polya's Problem Solving Method • Question, Signal, Stem, Share, Assess • QtA

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Reading		
4(I) continued	**Summarizing** Teacher Questions • What steps will you follow to solve the word problem? • What is the reading material/problem about? • How can we summarize the explanation? Student Sentence Stems • This is about … • I need to solve for… • I think I need to… **Distinguishing Main Ideas and Details** Teacher Questions • What is the main idea of the word problem? • What are the important facts that will help understand the concept? Student Sentence Stems • The difference between ___ and ___ is… • The main idea of this problem is … • One detail that is important to understand the concept is … • First I need to ___. Second I need to ___.	• Polya's Problem Solving Method • Scanning • SQP2RS • Structured Conversation • Summarization Frames
	Examples	
	Word Problem Lauren and David noticed that some of the plants in the class garden grow faster than others. They decide to conduct an experiment by planting seeds in 10 pots. Two seeds were planted in each pot. For fun, they decide to put half the pots in a closet to see if they grow in the dark. They will water each plant with 50mL of water each day. Every other day they will measure the height of each plant using a string they marked in centimeters. What parts of the experiment described follow proper experimental design and which would you change? **Main Idea** • What parts of the experiment described follow proper experimental design and which would you change? **Supporting Details** • Only used 2 seeds of each type • Put half the plants in the dark. • Gave each plant the same amount of water each day. • They used a string marked in centimeters.	
4(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs	**Predicting** Teacher Questions • Based on what you read, what do you think will happen…? • What will happen if…? • What might happen next…? • Do you predict the answer will be ___ or ___? Student Sentence Stems • I think… • I predict ___ will happen next because… • Based on the information in the problem/graph/table, it seems that ___ will probably….	• Comprehension Strategies • DRTA • Graphic Organizers • Nonlinguistic Representations • Scanning • Summarization Frames • SQP2RS

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Reading		
4(J) continued	**Making Connections Between Ideas** Teacher Questions • How does ___ help you understand ___? • What is the relationship between ___ and ___? • How else can you represent the ___? • Which is the best model for...? • How does ___ remind you of...? Student Sentence Stems • ___ reminds me of ... • ___ is similar to ... • ___ is different from ... • The relationship between ___ and ___ is... • ___ relates to what happened when ___ because... • ___ is the result of __ because... • If ___, then... **Drawing Inferences and Conclusions** Teacher Questions • What can you infer/conclude from the...? • What does infer mean? Student Sentence Stems • I can infer that ... • I can assume ____ because ... • Even though it doesn't say ___, I think ... • Based on ___, I can conclude that ... • From the information found in ___, I can infer that ___ because ... **Finding Supporting Text Evidence** Teacher Questions • Based on what information can you...? • What information supports your conclusion? • What evidence supports your conclusions? • What information supported your prediction? • How did the graph/picture/table/manipulative help you...? Student Sentence Stems • The ___ helped me because... • I think___ because ... • ____ supports the idea that ... • I think ___ is evidence that ... • ___ corroborates the idea that ... • Based on the information found in ____, I can conclude that __ because...	• Question, Signal, Stem, Share, Assess • Structured Conversation • Learning Logs and Journals • QtA • Prediction Café • Structured Academic Controversy

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Reading		
4(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	**Evaluating Written Information/Performing Critical Analysis** Teacher Questions - How can you determine if your partner's explanation is reasonable? - What evidence is there to support your conclusion? - Based on what information did you reach that conclusion? - How did you organize the information? Student Sentence Stems - One conclusion is... - A nonexample is... - I can generalize that... - The best way to represent this concept is___ because... - I tried ___ but it didn't work because... - The evidence that supports the conclusion is... - The solution is/isn't reasonable because... - Your solution is reasonable/not reasonable because... - I agree/disagree with the explanation because... - The conclusions are logical because... - The procedure was accomplished by... - My partner's explanation was organized/not organized clearly because...	- Book Reviews - Comprehension Strategies - Double Entry Journals - DRTA - Graphic Organizers - Learning Logs and Journals - Nonlinguistic Representations - Polya's Problem Solving Method - QtA - Question, Signal, Stem, Share, Assess - Scanning - SQP2RS - Structured Academic Controversy - Structured Conversation - Summarization Frames

Sentence Stems and Activities Aligned to
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(subsection c)

	Writing	
5(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English	**Letter/Sound Relationship in Writing** Teacher Questions • What sound does/do the letter(s) ___ make in the word ___? • What sound does the vowel ___ make in the word ___? • Which word has the consonant blend ___? • Is ___ a long/short vowel in the word ___? • How would you write the word ___? Student Sentence Stems • ___ makes ___ sound. • ___ is pronounced ___. Therefore, it is spelled... • The letter(s) ___ make(s) the ___ sound. • The word ___ begins with the letter... • The word ___ has the long/short vowel ... • The word ___ has a silent ... • The word ___ has the consonant blend ... • The letter ___ in the word ___is long because ... • The ___ is silent in the word ___ because... • The word ___ is pronounced ___ because ...	• Homophone/ Homograph Sort • Word Sorts • Word Study Books • Word Walls
	Examples	
	PK-5 • The word <u>light</u> has the silent letters <u>gh</u>. **6-8** • The word <u>**(teacher/student holds up an index card with the word metalloids)**</u> is pronounced <u>**metalloids**</u>. **9-12** • The letters <u>**PH**</u> make an **"f"** sound in the word <u>**photosynthesis**</u>.	
5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary	**Write using New Vocabulary** Teacher Questions The following are some examples of question stems commonly used in TAKS. It is recommended for students to use terms found in these questions during writing exercises. • How does this affect the...? • Which _____ best models (shows, represents)...? • Which of the following (conditions) most likely caused...? • Which of the following is best classified as _____? • Which of the following best represents...? • Which of these best describes...? • Which characteristic is most...? • Which question could be answered from the data? • What is the best conclusion? • What is the best explanation? • What factors affect...? • Which ___ best represents ___? • Which graph best fits the ___? • Which ___ can be used to determine ___?	• Choose the Words • Cloze Sentences • Dialogue Journal • Dirty Laundry • Double Entry Journals • Field Notes • Graffiti Write • Learning Logs and Journals • Read, Write, Pair, Share • Roundtable • Self-assessment of Levels of Word Knowledge • Think, Pair, Share • Word Sort • Word Walls • Ticket Out

Writing		
5(B) continued	**Student Sentence Stems** • ___ best represents.___. • ___ could be used to___. • ___ is for ___. • A common characteristic between ___ and ___ is... • ___ has exactly ___. • If ___, then ___. • ___ best fits ___. • ___ is the closest to ___. • ___ appears to be ___. • ___ describes ___. • The best explanation is... • The effect is... • The opposite of ___ is... • ___ can be used to determine ___. • The ___ that is always true is... • If the pattern continues, the next picture will be... • At this rate, it will take... **Examples** • For examples of high frequency words, content vocabulary and sight words go to student expectations 3(B), 3(D), and 4(C).	

5(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	**English Spelling
	Patterns and Rules**
	Teacher Questions
	• How is the word ___ spelled?
	• Does the word ___ start with ___ or ___?
	• What does the word ___ start/end with?
	• Is the word spelled with the vowel ___ or ___?
	• Did you write the word ___ with the vowel/letter ___ or ___?
	• What are words students commonly misspell?
	
	Student Sentence Stems
	• ___ is spelled ...
	• ___ begins/ends with the letter ...
	• I spelled the word ___ with a ___.
	• In this set of words I notice ...
	• These words are all similar because ...
	• The spelling rule that applies to this word is ___ because ...
	• This word is spelled correctly/incorrectly because ...
	• I can check my spelling by ...
	• Is this the correct spelling for...?
	• Is ___ spelled with a ___ or ___?
	• How do you spell...?
	• Will you please check the spelling of the word ___?
		• Homophone/
		  Homograph Sort
		• Peer Editing
		• Personal Spelling
		  Guide
		• Word Analysis
		• Word Sorts
		• Word Walls

Sentence Stems and Activities Aligned to
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(subsection c)

Writing		
5(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired	**Grammar and Usage** Teacher Questions • What are some common editing symbols? • How can you use editing symbols to help your classmate correct grammatical mistakes? • Did you use the correct verb agreement, pronoun agreement or verb tense in your sentence? How do you know? • Which verb would you use to...? • When do you use __ instead of ___? Student Sentence Stems • The subject ___ agrees/disagrees with the verb___ because... • The pronoun ___ agrees/disagrees with ___ because... • The present/past/future/conditional tense is appropriate/inappropriate in this sentence because ... **Example** PK-5 • **The temperatures are** 37°C. VS. **The temperature is** 37°C . • Manuel said **he observe** the fish. VS. Manuel said **he observed** the fish. 6-8 • The **cell are** all plant cells. VS. The **cells** are all plant cells. 9-12 • The **nucleuses** can be seen. VS. The **nuclei** can be seen.	• Contextualized Grammar Instruction • Daily Oral Language • Oral Scaffolding • Peer Editing • Reciprocal Teaching • Sentence Mark Up • Sentence Sort
5(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) using correct verbs, tenses, and pronouns/ antecedents; (ii)using possessive case (apostrophe s) correctly; and (iii)using negatives and contractions correctly	Teacher Questions • Are students writing and speaking using correct verbs? • Are students using double negatives? • When should students use NON as opposed to NOT? • Are students using correct pronouns? Student Sentence Stems **Using Correct Verb Tenses** • The ___ is ___. • These ___ are ___. • I predict the ___ will... • I concluded that... • The answer is/isn't... • I do/don't agree with...because... • My prediction was not correct because...	• Contextualized Grammar Instruction • Daily Oral Language • Oral Scaffolding • Peer Editing • Reciprocal Teaching • Sentence Mark Up • Sentence Sort

Sentence Stems and Activities Aligned to
Cross-Curricular Student Expectations
(subsection c)

Writing		
5(E) continued	**Using Possessive Case/Contractions Correctly**	

Using Possessive Case/Contractions Correctly

- The graph's ___ shows...
- The experiment's ___ is...
- My partners' ideas were...
- The table's ___ has...
- The diagram doesn't show...
- The answer can't be ___ because...
- The ___ isn't ___.
- ___ isn't a characteristic of...
- ___ isn't the best representation...
- ___ isn't reasonable because...

Using Negatives
- ___ is a non-example.
- ___ is a non-example because...
- ___ is NOT an example of...
- A counterexample is...
- The solution is not...
- The best explanation is not..

Examples

PK-5
- The **flower's** color is blue.
- The boiling point of water **isn't** 25°C.
- A frog is a **non-example** of a plant.

6-8
- The **compound's** density is 1.0 g/ml.
- The best conclusion **isn't** that the moon emits light.

9-12
- The **periodic table's** columns are known as families and its rows are called periods.
- The **wave's** amplitude **doesn't** exceed its wavelength.

Write using a variety of Structures

5(F) write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired

Teacher Questions
- In writing, explain...
  - What are the attributes of...?
  - How would you order ___ from ___ to ___?
  - What will happen if...?
  - What are the similarities between ___ and ___?
  - Predict what the next ___ will be.
  - What can you infer from the ___?
  - What can you conclude from ___?

Student Sentence Stems
Description
- A ___ has ___.
- A ___ has ___, ___, and ___.
- A ___ is ___, ___, and ___.
- Additionally ___ has ...
- ___ is an example of...
- ___ is an example of.... because ...

- Dialogue Journal
- Double Entry Journals
- Draw & Write
- Field Notes
- Free Write
- Genre Analysis /Imitation
- Hand Motions for Connecting Words
- Letters/Editorials
- Learning Logs and Journals
- Perspective-Based Writing
- Read, Write, Pair, Share
- Summarization Frames

Sentence Stems and Activities Aligned to
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(subsection c)

Writing		
5(F) continued	**Sequence** • First___. Second___. • First ___ and then... • If I put the pictures in order, _____ will be first. **Cause and Effect** • The ___ is ___, because... • ___ because ___. • The cause is ___. The effect is ___. • ___ was caused by ___. • If ___, then ___. • When ___then... • The independent variable is ___, and the dependent variable is___. **Comparison** • A ___ has ___. • A ___ has ___ but a ___ has ___. • ___ and ___ both have... • ___ is the same as ___. • ___ differs from ___ in that... • Although ___ has ___, ___ has ___. • ___on the other hand has... **Predictions** • The ___ will have... • The ___ will be... • I predict ___ will... • I predict ___ will ___ because... • The next phase will be... • Due to ___, I think ___ will happen. • Consequently, I think... **Inferences** • I can infer that... • I know ___ because... • My conjecture is... • From the ___, I can infer... **Conclusion** • All ___ are ___. • ___ are ___. • I concluded... • I can conclude that... • If ___, then ___. Therefore...	
	Examples	
	PK-5 **Description** • **Magnets** are **metals**. **Magnets** can pick up paperclips. • **Magnets** are **metals** and can pick up paperclips. Sequence • First **you add soil**. Second **you add water**. • First **you add soil** and then **add water.**	

Writing		
5(F) continued	Examples	
	6-8 **Cause and Effect** • The <u>pattern</u> is <u>getting bigger</u>. • The <u>pattern is getting bigger</u> because <u>you add three color tiles each time</u>. **Comparison** • <u>Photosynthesis</u> happens in the <u>chloroplast</u>. <u>Respiration</u> happens in the <u>mitochondria</u>. • <u>Photosynthesis</u> happens in the <u>chloroplast</u> while <u>respiration</u> happens in the <u>mitochondria</u>. **Prediction** • The <u>speed</u> will <u>increase</u>. • I predict <u>the speed will increase</u> because <u>the ramp is higher</u>. **9-12** **Inferences** • I know it will have a stronger/longer reaction. • I know this <u>element will react easily</u> because of its <u>location on the periodic table</u>. **Conclusion** • <u>The offspring might be brown.</u> • I concluded that <u>¾ of the offspring will be brown.</u>	
5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired	**Narrate, Describe, and Explain with Increasing Detail** **Teacher Questions** • How would you describe …? • In your own words, explain… • Why did ___ happen? • What else can you say about…? • Will you please restate what ___ said? • Explain how you reached that conclusion. **Student Sentence Stems** • This is a … • This is a… and it has/is___ and ___. • The ___ is… • The ___ is ___ because… • ___ best represents ___. • ___ best represents ___ because… • ___ is about… • The most important characteristic is… • ___ is the most important property because… • It's important to remember…	• Free Write • Learning Logs and Journals • Dialogue Journal • Field Notes • Double Entry Journals • Draw & Write • Perspective-Based Writing • Unit Study for ELLs
	Examples	
	PK-5 • This is a <u>planet</u>. This is a <u>planet</u> and <u>it is large</u> and <u>orbits the Sun</u>. **6-8** • A <u>hurricane is harmful</u>. A <u>hurricane is harmful</u> because <u>it floods the swamps with saltwater</u>. **9-12** • The most important characteristic is the <u>number of protons</u>. • The most important characteristic is the <u>number of protons</u> because <u>each element has a unique number of protons</u>.	