

Strategy Name: Sentence Frames

Sentence frames “support students in moving beyond the receptive level of acquiring academic language to the level of production.” “This tool should be used as a scaffold” by giving a starting point for particular language structures. (quoted material from California Reading and Literature Project - SALT materials)

What it looks like

1. The teacher introduces an activity for which there are academic ways of forming responses.
2. Teacher provides one or more sentence frames that provide an academic skeleton for giving opinions or information.
3. Students form their responses in writing or verbally (small groups or whole class) using the frames.

Essential elements:

- ☺ Sentence frames support student participation
- ☺ Sentence frames reveal the organizational structure of academic language
- ☺ Sentence frames make use of academic words
- ☺

Examples:

The effect of _____ on _____ was . . . (from SALT materials)

Whereas _____ is/are _____, _____ is/are _____. (from SALT materials)

I selected _____ rather than _____ because . . .

What examples of _____ can you give me to help me better understand?

Could you please explain _____?

More content-specific examples:

One characteristic of _____ stars is . . .

One cause of the War of 1812 was . . .

One element of this artist's style is . . .

Possible times/ways to use it:

- ✓ To support a type of writing (compare/contrast, proposition and support, etc.)
- ✓ To support students in reporting information during public speaking
- ✓ To support use of transition words and academic phrases (e.g. in order to)
- ✓ To support academic discussions
- ✓ To support students in asking questions
- ✓

Possible times/ways not to use it:

- x
- x