_________ and ___________ are alike because ____________.

In my opinion, ________________ because __________.

From what I know about __________, I predict __________.

Language Lines

I would classify __________ and __________ together because __________.

Despite having __________ in common, _________ is different than ________ because ________.
Language Lines

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

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

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

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

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

so ,
cause effect

because
effect cause

Because ,
cause effect

Since ,
cause effect

therefore
cause effect

Because , led to
cause effect

As a result of ,
cause effect

due to the fact that 
cause effect

Due to the fact that ,
cause effect
Sorting and Classifying Language Lines

__________ goes with ____________.

______ does not go with ____________.

I would put ____________ with _______________ because ________________.

I would classify ____________ and ______________ together because ________________.

I think ______________ belongs in the same category as ____________ because ____________.

I would not classify ______ and _______ in the same category because ________________.
Comparison / Contrast Language Lines

_________ and __________ both have ______________.

_________ is like __________ because ______________.

_________ is unlike __________ because ______________.

_________ and __________ are alike because ______________.

_________ and __________ are the same because ______________.

_________ and __________ are different because ______________.

_________ and __________ are similar because they both ____________.

_________ is __________, but ___________ is ____________.

_________ and __________ differ because ______________.

_________ and __________ are different because __________, but __________ does not.

_________ is __________, however, __________ is ____________.

_________ has __________, yet ___________ has ____________.

_________ is similar to ____________ in many ways because __________ and __________.

Both __________ and __________ are __________, however, ____________ is ____________.

Both __________ and __________ have __________, however, ____________ has ____________.

Even though __________ has __________, ___________ has ____________.

_________ is __________. On the other hand, __________ is ____________.

Despite having __________ in common, ___________ is different than ___________ because ____________.

One variation between ___________ and __________ is that __________ has ____________.

_________ is __________. On the contrary, ____________ is ____________.

While there are differences between __________ and __________, both ____________.

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

www.PEPnonprofit.org
Evaluating Language Lines

In my opinion, ______________ because ________ .

I believe that ______________ because ______________.

I think _________________ because ________________ .

It seems to me that ________________ .

I liked / disliked the way ______________ because ________________ .

The __________ makes me feel __________ because ______________ .

I don’t agree with the statement because ____________ .

In my opinion, the author __________ because __________ .

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

I don’t think the evidence supports __________ because ____________ .

Although __________ is/was __________, I believe __________ because ____________ .
**Prediction Language Lines**

I predict ___________ because ___________.

Since __________, I predict ___________.

I read that __________, so I predict ___________.

I think ___________ will happen because ___________.

From what I know about ____________, I predict ___________.

Based upon _____, I believe _____ will _____________.

Because I know ____________, I am sure that _____ will _____.

Even though ________, I know that __________. So I predict __________.
Summary Language Lines

In the beginning, ________. But then, _____________. At the end, _____________.

First ___________. Then, ___________. Finally, ___________.

First ___________. Next, ___________. Then ___________. Finally, ___________.

___________ wanted ________________, but ________________ so ___________.

I saw that first, ____________, then, _________ and at the end, ______________.

In short, ___________________ needed _____________ but _____________.
So, _________________. Eventually, _________________.

In summary, ________________ wanted ________________ but ________________.
So, _______________. Finally _______________.