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# I Read It, and I Got It!

## Strategies to Comprehend Text

**MELL, 11/18/2011**

**Branson, MO**

**Dorothy Kauffman, Ph.D., Consultant**


**Center for Applied Linguistics**

**Washington, DC**

# Content Objectives

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- **Create instant stories**
- **Explain the roles of common sense, prior knowledge, and schema theory in text comprehension**
- **Describe what genre “Insiders” know and are able to do**

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- 
- **Explore strategies to increase comprehension of texts**
  - **Identify text features used to organize text**
  - **Dramatize text**
  - **Identify language needed to conduct academic conversations**

# Language Objectives

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- **Listen to and follow oral and written directions**
- **Share information orally and in writing**
- **Analyze, read, and talk about text**
- **Identify examples of cohesion, semantic variety, substitution, ellipsis, and collocation**

# Coins

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- **Work with a partner.**
- **One partner, takes out a coin.**
- **Think about one or more of the things the coin makes you remember.**
- **Take turns. Tell your partner your associations.**
- **When directed, share out.**

# Coins

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- **What was alike about the associations that were reported?**
- **What was different about them?**
- **How were these oral reports like story?**

# **"I'm a tree."**

by Meg Morris

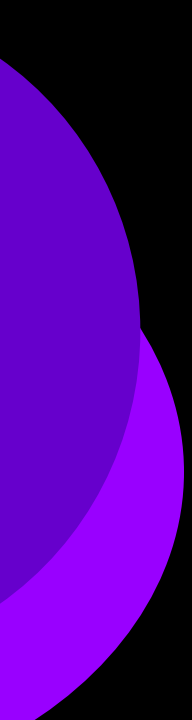
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- **Players stand in a circle.**
- **One person stands in the center of the circle and portrays a tree, stating, "I'm a tree."**
- **Another person goes to the center of the circle and portrays an object that is an appropriate accompaniment to the tree, stating, "I'm a \_\_\_\_."**

## **“I’m a tree.”**

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- **A third person joins the two in the center and assumes another role, stating, “I’m a \_\_\_\_.”**
- **The “tree” chooses one of the characters and they leave the circle.**
- **The remaining person restates, “I’m a \_\_\_\_.”**
- **Continue to repeat the procedure.**



**“I’m a tree.”  
What’s the story?**

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**Retell one of the sequences, answering these questions about each character.**

**Why did the \_\_\_\_\_ go to the \_\_\_\_\_?**

**How did the \_\_\_\_\_ go to the \_\_\_\_\_?**

**When did the \_\_\_\_\_ go to the \_\_\_\_\_?**

**What could happen next?**

**Why?**



# **Analyze Oral and Written Texts**

**Areas of Text Analysis – oral story**

**Topic(s) – I'm a tree**

**Genre –**

**Author(s) – players**

**Audience –**

**Relationship –**

**Purpose –**

**Setting -**

# **“Instant Story”**

by Meg Morris

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**Players stand in a circle.**

**Each player receives a folded slip of paper.**

**Player #1 opens the paper, reads the text aloud, and completes the statement.**

**Remaining players repeat the procedure one by one until all texts have been read and completed.**

# Two-Minute Table-

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**What are two or more ways you could use “I am a Tree” and “Instant Story” with your students?**

# Using “I am a Tree” and “Instant Story”

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- **Record the stories as language experience stories to reread as texts.**
- **Pairs or groups record and illustrate stories.**
- **Pairs or groups dramatize the stories.**
- **Students continue the story and illustrate it.**

# Ways to Change Instant Stories

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- **Point of view** (e.g., from 3<sup>rd</sup> person to 1<sup>st</sup> person or from another character's perspective)
- **Style of the language** (e.g., from standard English to dialect or from formal style to informal style; add repetition, alliteration, lovely sounding-feeling words, rhyme, nonsense words, or onomatopoeia)
- **Change the details** (e.g., a magic French fryer instead of a pasta pot)
- **Change the plot** (e.g., Sleeping Ugly)

# Ways to Change Instant Stories

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- **Write a prequel or a sequel**
- **Change time and setting** (which may also change other story elements)
- **Change a character's**
  - **occupation**
  - **gender**
  - **role in the story (e.g., from hero to villain)**

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# ROALD DAHL'S REVOLTING RHYMES



illustrations by QUENTIN BLAKE

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# Commonalities across Stories

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- **Oral tradition**
- **Entertainment**
- **Melody of language**
- **Transmission of cultural information**
- **Conducive to intimacy**
- **Mesmerized by magic**



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**“Say something I can learn  
by heart and when alone  
repeat....”**

***From “Choose Something Like a Star”  
by Robert Frost***

# Aids to Text Comprehension

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## Genre: Folktales

- Common sense → Universal experiences
- Prior knowledge of language → Familiar beginnings, simple sentences, high frequency words (and, so, then, etc. ), and repetition
- Prior knowledge of content → royalty, peasants, good vs. evil, trickery, humor, use of three, etc.



# Aids to Text Comprehension

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- **Read the title of the story and predict what it will be about.**

**“The Kingdom of Kay Oss”**

- **Next, read the story silently to verify or refute your prediction.**

# The Kingdom of Kay Oss

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Once in the land of Serenity there lived a king called Kay Oss. The king wanted to be liked by all his people. So one day thx bxnvolxnt dxspot dxcidxd that no onx in thx country would bx rxspnsibl for anything. Zll of thx workxrs rxstxd from thxir dzily lzbors. "Blxss Kzy Oss," thxy xxclzimxd.

Now thx lzw mzkxrs wxrx vxry wvsx. But zs wvsx zs thxy wxrx, thxy dxcvdxd thzt the bxst form of govrxnmnt wzs nonx zt zll.

Roskos, K., & Walker, B. J. (1994). *Interactive handbook for understanding reading diagnosis: A problem-solving approach* (p. 5.). New York: Merrill.



## The Kingdom Of Kay Oss

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**How did your common sense help you comprehend the text?**

**How did your prior knowledge of language help you comprehend the text?**

**How did your prior knowledge of content help you comprehend the text?**

# The Kingdom Of Kay Oss

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**~How often did you use**

- letter-sound relationships**
- spelling patterns**
- relationships between**

**words**

- context?**

**~Did you skip difficult words?**

**~How would you rate your speed of reading?**

# Two-Minute Table-

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**What does what you did to read  
the text tell you about the skills  
students need to know to  
comprehend unfamiliar text?**

# Aids to Text Comprehension

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## ***Schema Theory***

**Schema theory → “What you know in your head.”**


**What comes to mind when you think about:**

- buying a new car**
- tasting a cookie**


- o Read the following passage silently.**



**The procedure is really quite simple. First you arrange items ~~into different groups.~~ Of course one group may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities, that is the next step; otherwise, you are pretty well set.**




**That is, it is better to do too few things at once than too many. In ~~the short run this may not seem~~ important but complications can easily arise. A mistake can be expensive as well. The manipulation of the appropriate mechanisms should be self-explanatory, and we need not dwell on it here. It is important not to overdo things.**



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**At first, the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then, one never can tell. After the procedure is completed, one arranges the materials into different groups again.**



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**Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will then have to be repeated. However, that is part of life.**

Bransford, J. D. (1979). *Human cognition: Learning, understanding, and remembering* (pp. 134 – 135). Belmont, CA: Wadsworth.

- 
- 
- **What was the passage about?**
  - **What clues did you use?**
  - **What would have helped you comprehend the text more easily?**
  - **What does this suggest for preparing students to comprehend text?**




# Five Functions of Schemata

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- ~ Provides a means for obtaining information (e.g., who-done-it)
- ~ Determines what's important
- ~ Enables inferences
- ~ Enables memory (e.g., life-experiences) searches
- ~ Enables summarizing and editing
- ~ Enables reconstruction (e.g., beef – red wine)

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- 
- **Read the next passage silently.**



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**Rocky slowly got up from the mat, planning his escape. He hesitated a moment and thought. Things were not going well. What bothered him most was being held, especially since the charge against him had been weak. He considered his present condition. The lock that held him was strong but he thought he could break it.**



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**He knew, however, that his timing would have to be perfect. Rocky was aware that it was because of his early roughness that he had been penalized so severely—much too severely from his point of view. The situation was becoming frustrating; the pressure had been grinding on him for too long.**



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**He was being ridden unmercifully.**

**Rocky was getting angry now. He felt he was ready to make his move. He knew that his success or failure would depend on what he did in the next few seconds (p. 372).**

Anderson, R. C., *et al*, (1977). Frameworks for comprehending discourse. *American Educational Research Journal*, 14, 367- 382.

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- 
- **What was the passage about?**

**Group A?**

**Group B?**

- **What made the difference?**
- **Students need to know the BIG picture.**



# Analyzing Oral Texts

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- **Dramatize an interaction at the post office to weigh and mail two letters**



# Analyzing Oral Texts

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***Sales Initiation*** – May I help you?  
Yes, please.

***Sales Request*** – Would you weigh these  
letters?

***Sales Compliance*** – Yes.

***Price*** – This one's \$ .55 and this one's  
\$ .75.

***Sales Request*** – Have you got the new  
Christmas stamps?



# Analyzing Oral Texts

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***Sales Compliance*** – Yes.

***Sales Clarification*** – How many would you like? Four please. Two of each? What have you got? Um, there are two different designs.

***Purchase*** – I'll take two of each.

***Price*** – Uhuh, that'll be \$2.20.



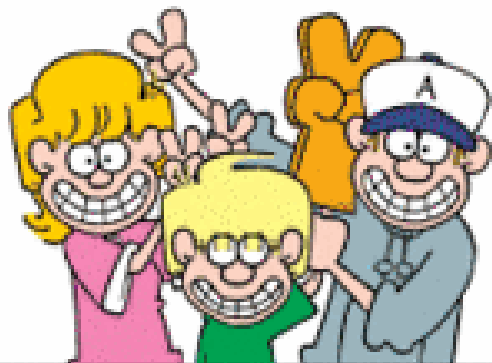
# Analyzing Oral Texts

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***Payment*** – Here you are.

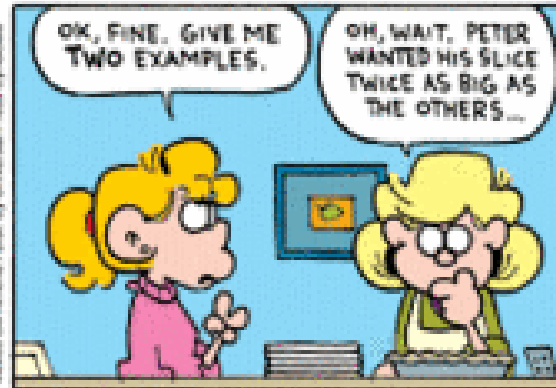
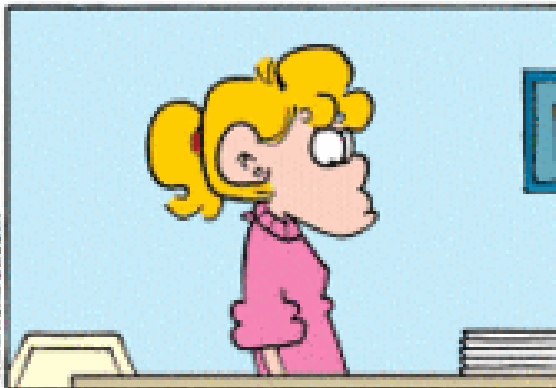
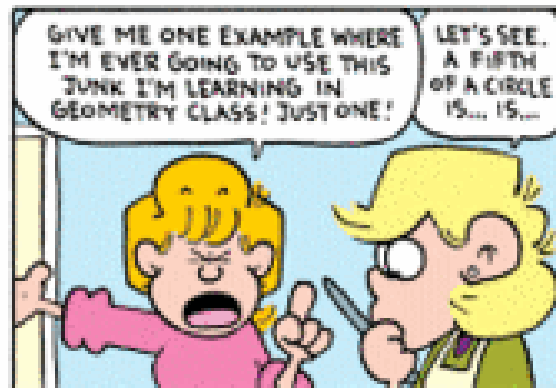
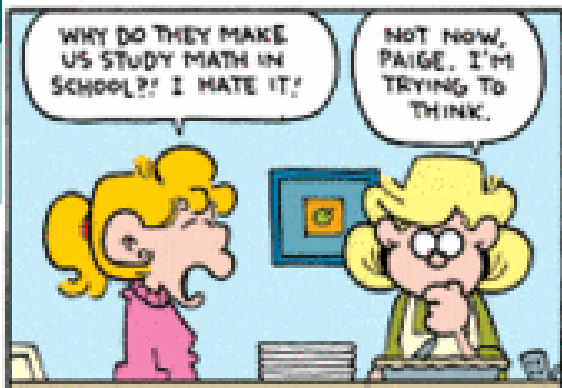
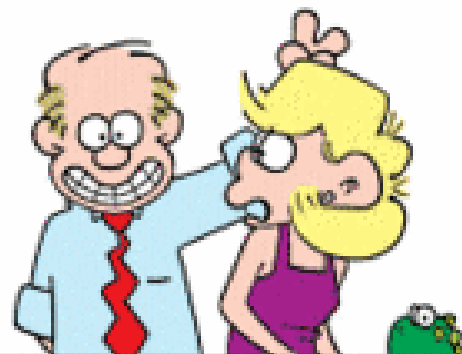
***Change*** – Two-twenty-five, fifty, three, four, and five. Thank you.

***Purchase Closure*** - Thank you very much.



# FoxTrot

by Bill Amend



www.foxtrot.com

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# Context of Culture: Genres

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- ~ Interactions and text structures are common throughout a culture.**
- ~ When people interact or write, they use shared knowledge or “scripts” of how things are done.**
- ~ Using these “scripts” helps us understand what’s going on and enables us to predict the range of meanings that may be made.**

**Adapted from Whittaker, *et al*, 2011**



# Context of Culture: Genres

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**The sales encounter “script” began with the sales initiation and moved to sales request, clarification, through payment and sales closure.**

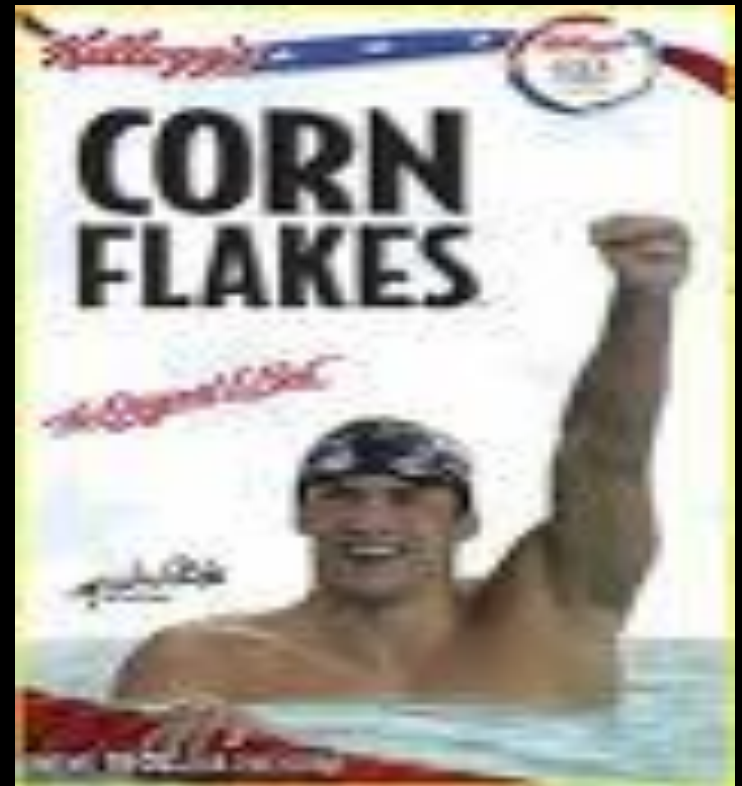
**Comic Narrative – Orientation, Complication, Resolution, and Conclusion**

**Academic Essay – Introduction, Body, and Conclusion**

# Analyzing “Everyday Genres” as Texts

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**What are the parts?**





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through better understanding  
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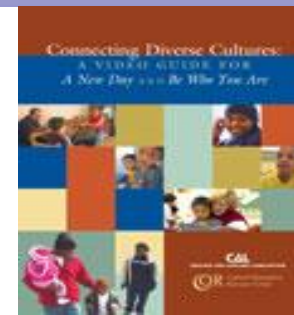
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**What are the parts?  
What do you notice  
about each part?**



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b + w - by the way  
b + r + b - be right back  
t + t + y + l - talk to you later  
l + o + l - laugh out loud  
2 + o + d + a + y - to day



How R U?



**BFF**



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**“...the term “text” is beginning to be understood as any form of expression or communication in fixed and tangible form that uses symbol systems, including language, still and moving images, graphic design, sound, music, and interactivity” (Hobbs, 2010, pp. 16-17).**

# Two-Minute Table-

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**What do genre “insiders” know and what are they able to do?**

**Students have *implicit* knowledge of genres.**



# What do English Learners Need?

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- **Comprehensible language: access to new vocabulary and language structures**
- **Respect for what they bring to the learning setting**
- **Instruction that**
  - **develops background.**
  - **provides ways to understand the system of the content.**
  - **develops strategies for managing content independently.**

## Context-bound Oral Text

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**“try this one... no it doesn't go...  
it doesn't move... try that...  
yes... it does a bit... that won't  
work... it's not metal... these are  
the best... it's making them go  
really fast (p. 30).”**

Gibbons, P. (1991). *Learning to Learn in a Second Language*.

## Orally Reporting Results

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**“We tried a pin, a pencil sharpener, some iron filings, and a piece of plastic. The magnet didn’t attract the pin, but it did attract the pencil sharpener and the iron filings. It didn’t attract the plastic (p. 30).”**

Gibbons, P. (1991). *Learning to Learn in a Second Language*.

## Writing about the Results

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**“Our experiment was to find out what a magnet attracted. We discovered that a magnet attracts some kinds of metal. It attracted the iron filings, but not the pin. It also did not attract things that were not metal (p. 31).”**

Gibbons, P. (1991). *Learning to Learn in a Second Language*.

## Reading of a Science Text

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**“A magnet is a piece of metal which is surrounded by an invisible field of force which affects any magnetic material within it. It is able to pick up a piece of steel or iron because its magnetic field flows into the metal, turning it into a temporary magnet (p. 31).”**

Gibbons, P. (1991). *Learning to Learn in a Second Language*.

# Prepare Students to Comprehend Text

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## Ask questions about the content.

- How complex or detailed is the background students *must* have to understand the text?
- How much of the information is new?
- What about the content is important?

# Prepare Students to Comprehend Text

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## **Ask questions about the language.**

- **How complex is the vocabulary?**
- **How complex are the language structures?**
- **How difficult is the cohesion?**

## Elements of Cohesion: Reference

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**“A tall black figure was standing outside Sophie’s dormitory. The figure turned and faced her window, and then it moved on. At last it came to Mr. and Mrs. Goochey’s house and there it stopped.”**



**Dahl, R. *The BFG***

***Adapted from McCloskey, M.L..***

## Elements of Cohesion: Reference

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“**A tall black figure** was outside Sophie’s dormitory. **The figure** turned and faced her window, and then **it** moved on. At last **it** came to Mr. and Mrs. Goochey’s house and there **it** stopped.”



Dahl, R. *The BFG*.

*Adapted from McCloskey, M.L..*

# Elements of Cohesion: Reference

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**“They were in a country of thick forests and rushing rivers. The Giant had definitely slowed down and was now running more normally, although normal was a silly word to use to describe a galloping giant. He leaped over a dozen rivers. He went rattling through a great forest, then down into a valley and up over a range of hills as bare as concrete, and soon he was galloping over a desolate wasteland that was not quite of this earth (pp. 15 – 16).”** *Adapted from McCloskey,*

# Elements of Cohesion: Reference

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“They were in a country of thick forests and rushing rivers. The Giant had definitely **slowed down** and was now **running** more normally, although normal was a silly word to use to describe a **galloping** giant. He **leaped** over a dozen rivers. He went **rattling** through a great forest, then down into a valley and up over a range of hills as bare as concrete, and soon he was **galloping** over a desolate wasteland that was not quite of this earth (pp. 15 – 16).” Adapted from McCloskey.

## Elements of Cohesion: Semantic Variety

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“They were in a country of **thick forests** and **rushing rivers**. The Giant had definitely slowed down and was now running more normally, although normal was a silly word to use to describe a galloping giant. He leaped over a dozen **rivers**. He went rattling through a **great forest**, then down into a valley and up over **a range of hills** as bare as concrete, and soon he was galloping over a **desolate wasteland** that was not quite of this **earth** (pp. 15 – 16).” Adapted from McCloskey.

# Elements of Cohesion: Conjunctions

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“He walked all day **although** he was exhausted. **Finally** he stopped outside a small hotel in a village. **If** he went in, someone might recognize him, **but unless** he stopped to rest he would get no farther. **So**, hoping he would remain unrecognized, he opened the door (p. 84).”

*Adapted from McCloskey, M.L..*

# Elements of Cohesion: Substitution

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"**The BFG** picked up the trembling **Sophie** with one hand and carried **her** across the cave and put **her** on the table.

Now **he** really is going to eat **me**, **Sophie** thought.

**The Giant** sat down and stared hard at **Sophie**. **He** had truly enormous **ears**. **Each one** was as big as a wheel of a truck and **he** seemed to be able to move **them** inwards and outwards from **his** head as **he** wished (p. 19)."

# Elements of Cohesion: Ellipsis

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**“Some cats like cheese but some don’t << (p. 85).”**

**“He sat down, < stood up and then, < sat down again (p. 85).”**

Gibbons, P. (1991). *Learning to Learn in a Second Language*.

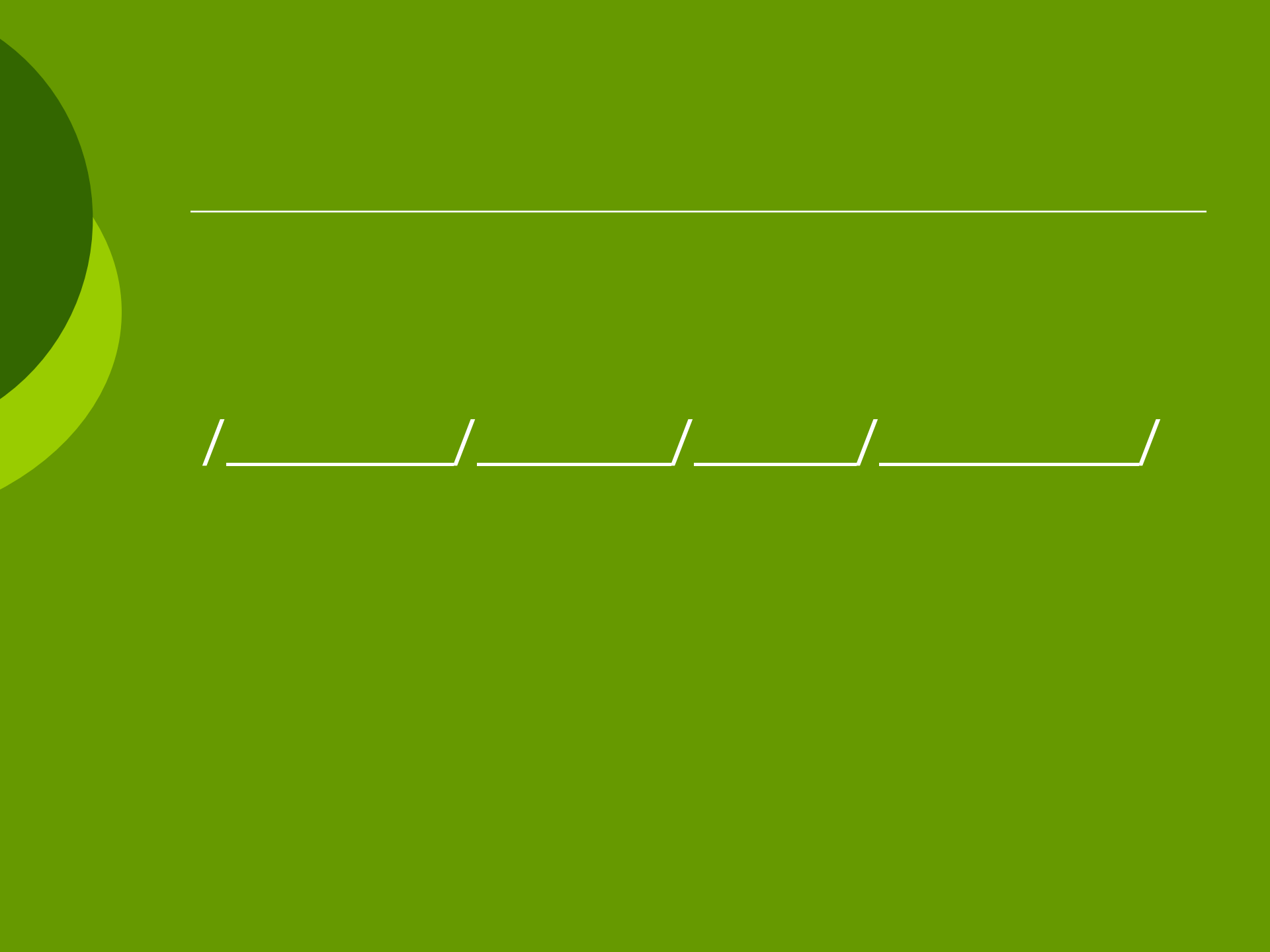
# Elements of Cohesion: Collocations

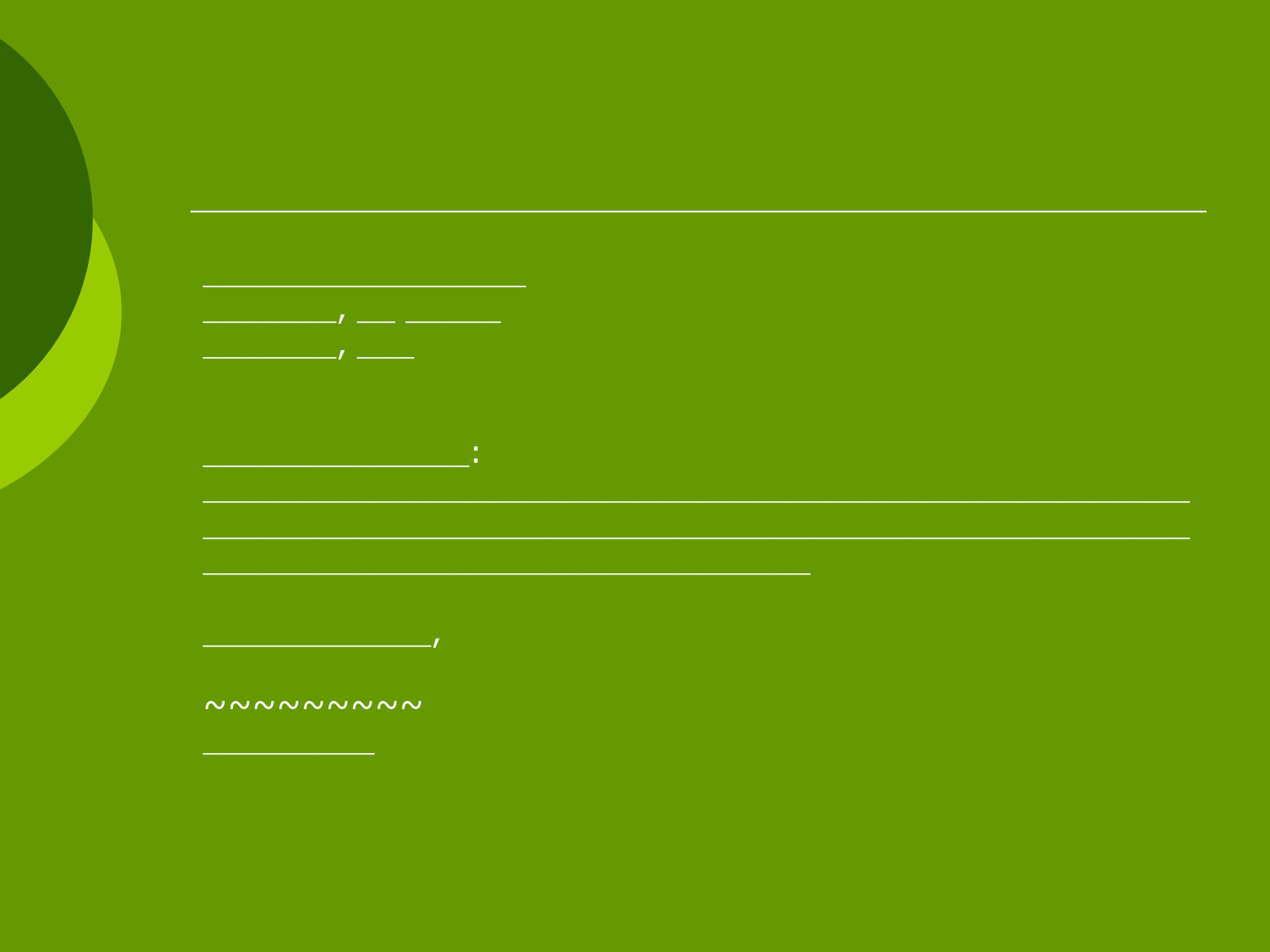


***Gentlemen, begin your engines!***

***Gentlemen, start your engines!***







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1. ~~~~~  
~~~~~, ~~~~~ 4 ~~~  
~~~~~, ~~~~~ 6 ~~~~~, ~~~  
~~~~~ 16. ~~~~~  
~~~~~?

# Text Features

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- Font size
- Font features (e.g., bold, italics, underline, color, bullets)

What's important?

What are the functions?

Headings/details – Questions/answers  
Change of speaker

- Illustrations and pictures
- Charts, tables, graphs, graphic organizers

# Text Features

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- Schedules
- Timelines
- Maps
- Table of Contents
- Glossary
- Index

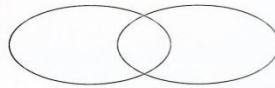
# Lesson 2

## VOCABULARY

technology  
flaking

## READING STRATEGY

Copy this diagram. Then use it to compare modern technology in one circle with Stone Age technology in the other. Put shared technology in the middle.



**Find  
out!**

*What kind of technology was developed in the Paleolithic Era?*

# Stone Age Technology

## Lesson Outline

- Stone and Bone Tools
- Special Tools

## BUILD BACKGROUND


Think about the tools and items you use every day. You may have heard today's weather on the radio or ridden on a bus to school. Even your toothbrush is a type of tool.

Early people did not have such items. It took thousands of years for people to develop the tools we use today. However, each useful item, even a simple spear or a stone with a sharp edge, increased people's ability to survive.







## The Solar System

The Sun and the space objects that move around it make up our **solar system**. There are nine planets in our solar system. A **planet** is a large object that moves around the Sun. Planets are always in the sky. Many planets have moons. Earth is a planet with one moon.

 **MAIN IDEA** What makes up the solar system?



## Wrap-Up

-  **Vocabulary** What is a **planet**?
-  **Reading Skill** How do living things use the Sun's energy?
-  **Predict** What might happen to a plant if it did not get enough light from the Sun? Tell why.
-  **Technology** Visit [www.eduplace.com/scpl/](http://www.eduplace.com/scpl/) to find out more about the Sun.

# Ten-Minute Table-



&



- **Work in groups of five.**
- **Sort the items in the envelope to tell a story.**
- **Identify and explain how three or more clues helped you sort the items.**
- **Prepare to do a readers' theatre reading.**

# Use Graphic Organizers to Comprehend Text: Story Map

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|                                 |                                        |
|---------------------------------|----------------------------------------|
| <b>Who was the story about?</b> | <b>Where did the story take place?</b> |
| <b>What happened first?</b>     |                                        |
| <b>What happened next?</b>      |                                        |
| <b>How did the story end?</b>   |                                        |

# Use Graphic Organizers to Comprehend Text: Story Matrix

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| <b>Someone</b>          | <b>Wants</b>                         | <b>But</b>                                                             | <b>So</b>                                                          |
|-------------------------|--------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Ting-a-Ling</b>      | <b>wants to marry Ah Lee Ben Loo</b> | <b>The old Mandarin put him in jail because his queue was illegal.</b> | <b>So she sets sail in a wooden boat.</b>                          |
| <b>the Old Mandarin</b> | <b>wants Ting-a-Ling for himself</b> | <b>Ting-a-Ling loves Ah Lee Ben Loo.</b>                               | <b>So he uses an old law to have Ah Lee Ben Loo put into jail.</b> |

# Use Graphic Organizers to Comprehend Text: Story Plot

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## *Very Exciting*

|   |   |   |   |   |   |   |   |   |    |    |    |    |
|---|---|---|---|---|---|---|---|---|----|----|----|----|
|   |   |   |   |   |   |   |   |   |    |    |    |    |
|   |   |   |   |   |   |   |   |   |    |    |    |    |
|   |   |   |   |   |   |   |   |   |    |    |    |    |
|   |   |   |   |   |   |   |   |   |    |    |    |    |
| √ | √ | √ |   |   |   |   |   |   |    |    |    |    |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |

Not Exciting

**1. The father celebrates his daughter's beauty.**

# Use Graphic Organizers to Comprehend Text: 2-Column Charts

## What the text says

**Old Mandarin:**

**From my pagoda just over the  
way**

**I frown at the two lovers I see  
each day.**

**I must think of a plan  
To take her away from that  
man!**

**So Chin**

**Now, Ah Lee Ben Loo  
Has a remarkably long queue.  
It stretches fifteen feet, by  
the by.**

**His remarkable queue is  
handy, too.**

**For he hangs laundry on it to  
dry.**

## What I think the text means

**The Old Mandarin is mean  
and selfish.**

**Ah Lee Ben Loo is clever  
and practical.**

# Use Graphic Organizers to Comprehend Text: 2-Column Charts

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## What's important

**Peking, China**

**queue**

## Why it's important

**The city must be known  
for its fine fashions.**

**Ah Lee Ben Loo's queue  
is the source of both his  
downfall and his  
salvation.**

# Use Graphic Organizers to Comprehend Text: 2-Column Charts

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## What the character did

**Ah Lee Ben Loo wrote poems and songs about his love for Ting-a-Ling.**

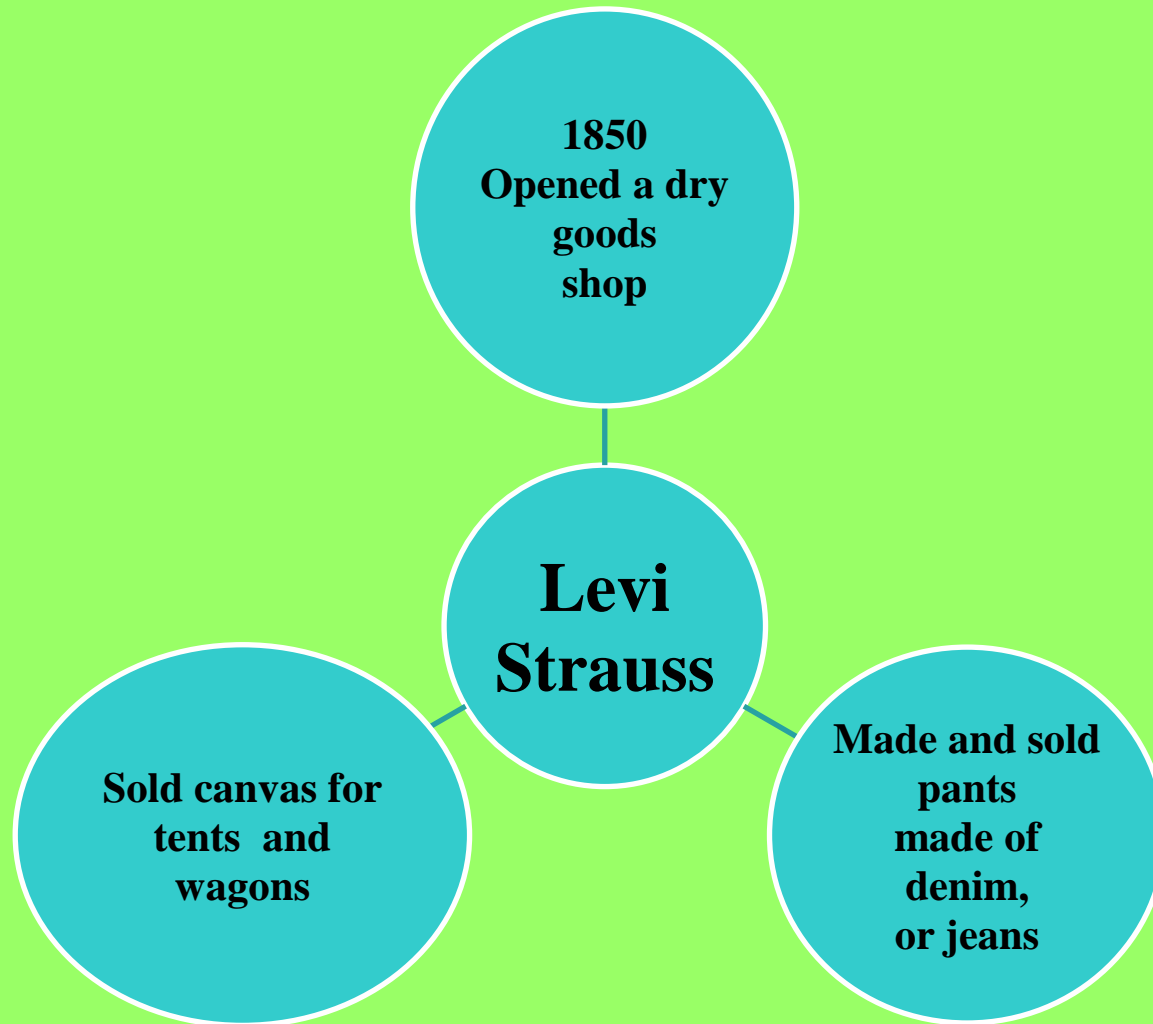
## What I would do

**I would paint beautiful pictures and give them to Ting-a-Ling.**

# Graphic Organizers: Webs

## Topic Web

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# Topic Web – Build Sentences

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## **Possible Sentences:**

**Levi Strauss opened a dry goods store in 1859. (9)**

**He sold canvas for tents and wagons. (7)**

**He also made and sold pants. (6)**

**The pants were made of denim. (6)**

**They were called jeans. (5)**

**Or,**

**In 1859, Levi Strauss opened a dry goods store where he sold canvas for tents and wagons along with denim pants called jeans. (23)**

# Use Graphic Organizers and Key Sentence Frames

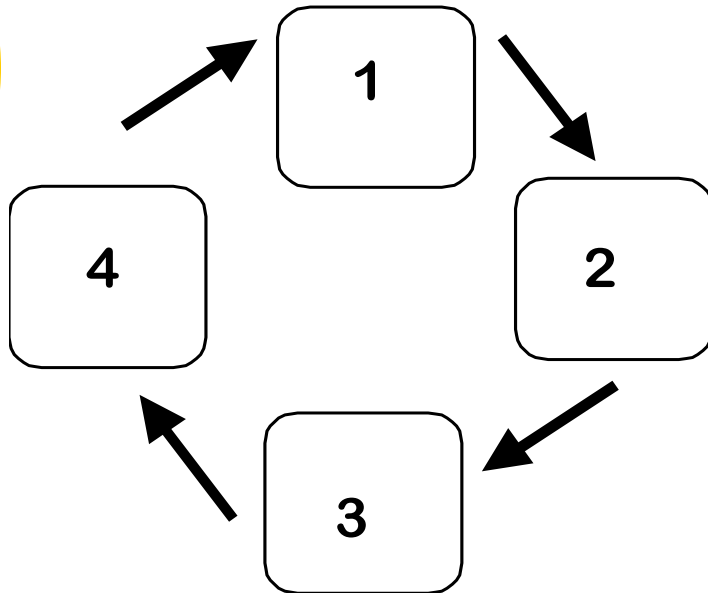
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- **Explicitly teach the desired student responses by using key sentence frames and sentence starters.**
  - **Key Sentence Frames are related to textual organization**



# Key Sentence Frames for Chronology

## Chronology



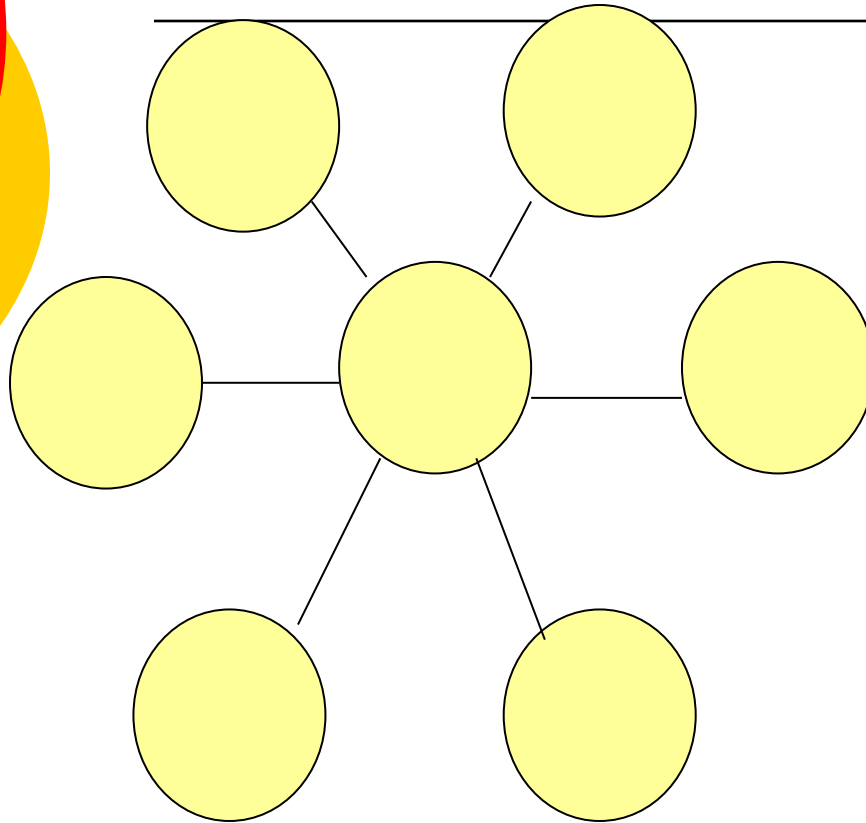
**What is the sequence of events?**

## Signal Words:

first  
last  
later  
at last  
next  
finally

\_\_\_\_\_, a student uses a meter stick to measure length. \_\_\_\_\_ the student uses a chart to organize the data.

# Key Sentence Frames for Simple Listing



## Signal Words:

**some**  
**for example**  
**a few**  
**such as**  
**include**  
**other**

Scientists have many kinds of equipment to do different things. \_\_\_\_\_, scientists may use a \_\_\_\_\_ to measure volume. Or, they \_\_\_\_\_ may use \_\_\_\_\_ a \_\_\_\_\_ or a \_\_\_\_\_ to measure \_\_\_\_\_.

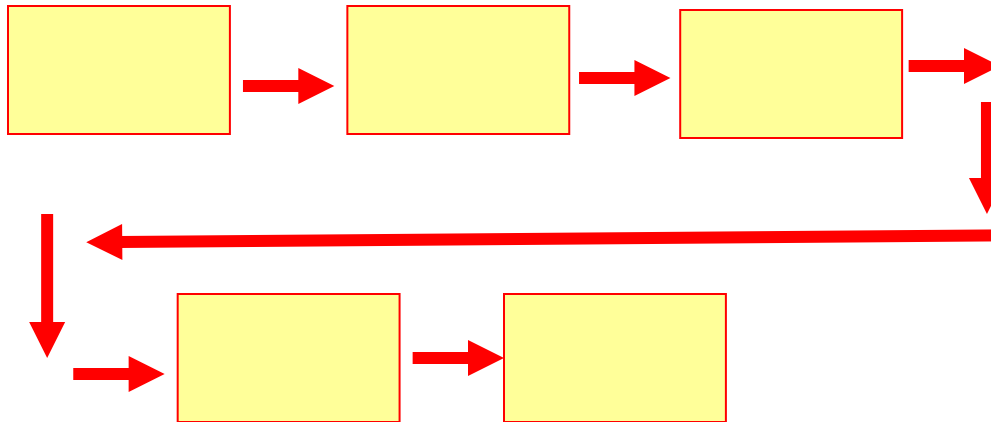
# Key Sentence Frames for Cause & Effect

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\_\_\_\_\_ the fog, driving  
was difficult.

Driving was difficult  
\_\_\_\_\_ the fog.

**Signal Words:**  
**because**  
**as a result of**  
**due to**  
**lead to**  
**result in**  
**effect of**



# Teach the Skills Needed for Academic Conversations and Writing

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## **Elaborate and Clarify**

*Teacher's Prompt*

Tell us more about....

What makes you think...?

*Students' Sentence Frames*

The \_\_\_\_\_ also ....

Another \_\_\_\_\_ is....

I think that ....

My reason(s) for thinking  
\_\_\_\_\_ is/are....



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## **Support Ideas with Examples**

*Teacher's Prompts*

Give us an example.

How do you know it's true?

Where did you read that?

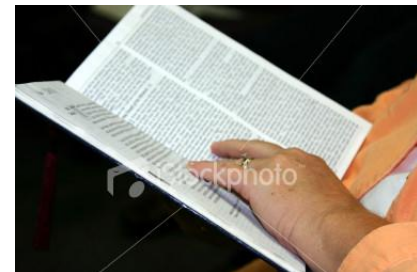
*Sentence Frames*

For example, ....

One example is....

The author said that....

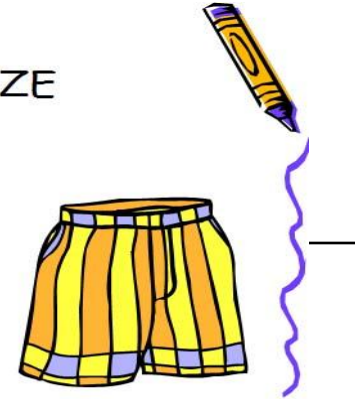
Paragraph # says....





## SUMMARIZE

- Sum It Up
- Give Me The Short Version



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# Paraphrase & Summarize

## *Teacher's Prompts*

What have we talked about so far?

What is the main idea?

What should we remember?

How can we summarize this in 10 words?

## *Sentence Frames*

We said that ....

The main idea is....

We should remember...

We can say that....

# Five - Minute Table-



&



**What's the  
story?**

*constrain*  
*arbitrary*  
*forthcoming*  
*resolve*

**Academic Word List,  
Coxhead (2000).**



Thank You!

