

Sentence Frames by WIDA Proficiency Level

Functions	Entering	Developing	Expanding	Bridging
Ask clarifying questions	Where is ____ ? What does ____ mean ?	Where can I find ____ ? Who was ____ ? Can you give me an example of ____ ?	I know ____, but I ____ ? What does ____ mean? Is it like ____ ?	What would be the reason for ____ ? How might ____ if ____ ?
Analyze text organization	The main idea is ____. First, ____.	The title and the headings tell me ____. I see ____ and I can tell ____.	There are ____ that show me ____. Because it is organized by ____, I know ____.	Because I see ____, I know it is organized by ____.
Classifying & Categorizing	There are ____ types of ____.	____, ____, and ____ all have ____.	Both ____ and ____ could be classified as ____. The reason ____ go ____ is because.	Because ____ have, we should categorize them as ____.
Compare & Contrast	A ____ has/is ____. ____ is ____. ____ is not ____.	They both have ____, but ____ have ____. A ____ is ____-er than a ____. ____ is ____, but ____ is ____. They are both ____.	A ____ is ____ compared to a ____. ____ and ____ are similar because they both ____. They are different because ____ and ____.	The way they are alike is that they both are/have ____, but what's different is that ____ are/have ____. There are several major differences between ____ and ____ such as ____.
Describing Action	The ____ was/is ____. They are ____.	The ____ was ____ and the ____ was ____. They both were ____.	The ____ while the ____. She/he ____, ____, and ____. The ____ after ____.	After ____, the ____ decided to ____. Before ____, the ____. Once it ____, it ____ more ____-ly.
Describing Characters	At first, ____ is/are ____. S/he is not ____. Then, s/he is ____.	At the beginning of the story he ____. Then he learns ____ when ____. At the end, he ____.	When the story begins, s/he is ____. As a result of ____ s/he ____. By the end of the story, she ____.	Initially, s/he is/has ____. As a of ____, s/he ____. Eventually, she ____.

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Describing the ing	The setting is ____. The time is ____.	The setting of the story is ____. It is ____ and ____. The time is ____. This is important because ____.	The story takes place in ____ around ____. This setting is significant because ____.	This story takes place during the ____. ____ can be described as ____. This setting is significant because ____.
Distinguishing Fact from Opinion	I like ____. ____ is a ____. It is a ____.	I think ____ because ____. This is a(n) ____ because we can/cannot prove ____.	In my opinion, ____ because ____. The word ____ is evidence that ____ is a(n) ____.	According to ____, ____. This is a(n) ____ because it can/cannot be proven.
Drawing Conclusions	____ is/are ____. ____ is not ____. ____ can ____. ____ can't ____.	____ is ____ because ____. ____ is ____ (-er, - est), because ____.	Because the ____, I know ____. I know ____ because ____. She feels ____ because ____.	____ is ____. Therefore/ Consequently, it must be ____. As a result ____.
Express and Support Opinions	I don't like ____.	I think it was wrong/right for ____ because ____.	I think that ____ should not have ____ because ____.	I think it would be the same as ____. You shouldn't ____ without ____.
Identifying Cause & Effect Relationships	____ is ____.	____ so ____. ____ therefore ____.	____ because of ____. ____ as a result of ____.	Due to the fact that ____, ____. Since ____, ____.
Identifying the Main Idea & Supporting Details	The main idea is ____. A detail is that ____.	The main idea is ____. A detail that supports this is that ____.	The main idea is ____ which means ____. ____ and ____ are details that support this idea.	Since the main idea is ____, a supporting detail might be ____.
Making Generalizations	____ are ____. ____ have ____. ____ is ____.	Most ____ are ____. Almost all ____ are ____. Some/Many/None/ Few ____ are ____.	Many (most, nearly all) ____ have (are, are able to) ____.	____ are usually (generally, often, mostly) ____. It is fair to say ____.

Examples of sentence frames:

Language Function	Beginning Language Level	Intermediate Language Level	Advanced Language Level
Categorizing	<p>___ goes with ___. ___ does not go with ___.</p>	<p>I would put ___ with ___ because ___.</p> <p>I would classify ___ and ___ together because ___.</p>	<p>I think ___ belongs in the same class or category as ___ because ___.</p> <p>I would not classify ___ and ___ in the same category or class because ___.</p>
Checking critiquing	<p>I think ___ because ___.</p>	<p>It seems to me that ___.</p> <p>I like/dislike the way ___ because ___.</p>	<p>In my view, this ___ is/was ___ because ___.</p> <p>I don't think the evidence supports ___ because ___.</p>
Summarizing	<p>First ___. Next ___. Then ___. Finally ___.</p>	<p>In the beginning, ___. But then, ___. At the end ___.</p> <p>I saw that at first, ___ then ___ and at the end, ___.</p>	<p>In short, ___ needed ___ but ___. So ___. Eventually ___.</p> <p>In summary, ___ wanted ___, but ___. So ___. Finally, ___.</p>
Making predictions	<p>I predict ___ because ___.</p>	<p>Since ___, I predict ___.</p> <p>From what I know about ___, I predict ___.</p>	<p>Based upon ___, I believe ___ will ___.</p> <p>Even though ___, I know that ___. Therefore I predict ___.</p>
Explaining Cause/Effect	<p>___, so ___.</p> <p>___ because ___.</p> <p>Because ___, ___</p>	<p>Since ___, ___ therefore ___.</p> <p>Because ___, led to ___.</p> <p>As a result of ___, ___.</p>	<p>___ due to the fact that ___.</p> <p>Due to the fact that ___.</p>