

Language Functions: Linguistic Complexity Associated with Purposes of Language Use

Language Functions of Tasks	Examples of Sentence Frames to Help Students Construct Oral and Written Responses	Applications to Mathematical Concepts: Examples of Sentences Using Sentence Frames	Vocabulary, Grammar, and Syntax Considerations
Identify	This is a/an _____. That is a/an _____. These are _____. Those are _____. This is a/an _____ and that is a/an _____.	This is an <u>octagon</u> . That is a <u>triangle</u> . These are two-dimensional and those are three-dimensional figures.	Vocabulary: Identify, recognize, point, state. Demonstrative adjectives: <i>this, that, these, those</i> Part of speech: nouns, adjectives. Articles (<i>a/an, the</i>) or no articles Simple and compound sentences. Singular and Plurals
Describe	(<i>also see Identify & Compare/Contrast</i>) A/An_ has/have ____. _ has/have _ and ____. _ is/are _ that has/have ____. These _ are next to/above/below ____. There is/are _____.	<u>An octagon has eight sides.</u> <u>A triangle has three sides and three angles.</u> <u>Triangle is a plane figure that has three sides.</u>	(<i>also see Identify & Compare/Contrast</i>) Vocabulary: <i>describe, description, properties, characteristics, attributes, features</i> Parts of speech for describing items/objects and attributes: nouns, adjectives Parts of speech for describing locations and relations: prepositions Present and Past Tense of the verbs <i>to have</i> and <i>to be</i> Subject-predicate agreement and word order Structures <i>There is</i> and <i>There are</i>
Compare / Contrast	(<i>also see Identify & Describe</i>) _ and _ are alike because ____. _ is fewer/ greater than ____. _ has more/less _ than ____. _ is the closest to ____. Both _____. Similarly to _____, _____. Although _____, _____.	All three fractions have the same denominators. <u>The first group has more students than the second group.</u>	(<i>also see Identify & Describe</i>) Vocabulary: <i>compare, contrast, common, both, like, alike, unlike, similar, similarly, the same, different (from), differ from, somewhat different/similar, equal, enough</i> Comparatives: <i>greater, fewer, bigger, closer, farther, more/less</i> Superlatives: <i>greatest, fewest, biggest, largest, closest, farthest, most, least</i>
Categorize/ Sort	(<i>also see Identify, Describe, Cause/Effect & Compare/Contrast;</i>) _ belong(s) to _ because _ has/have ____. _ does not have ____. A/An _ is a _ because ____. A/An _ is not a _ because ____. _ are categorized according to _____.	<u>A cube belongs to solid figures because it has 6 faces and 12 edges.</u> <u>A triangle doesn't belong to solid figures because it is a two dimensional figure that has three sides.</u>	(<i>also see Identify, Describe, Cause/Effect, & Compare/Contrast</i>) Vocabulary: <i>compare, contrast, categorize, category, group, according to, together, apart, separate, divided, split</i> Modal verbs: <i>should, could, might, can, may</i> Interrogative and negative statements Complex sentences with a causal clause with <i>because</i> Passive Form such as <i>is/are</i> grouped together, <i>is/are</i> categorized into
Predict/ Hypothesize	(<i>also see Identify, Describe, & Cause/Effect</i>) The next _ will/would be _ because ____. If __, then _ will/would ____. I predict/think that ____ will be next. Because we had _ before, I can predict that _____.	I predict that the next <u>shape</u> will be a <u>triangle</u> . I think that a triangle will be next. If <u>one side is 2 feet longer</u> , then <u>the perimeter</u> will be <u>2 feet longer</u> . _ Because we had <u>5, 10, 15</u> , I can predict that <u>the next number</u> will be <u>20</u> .	(<i>also see Identify, Describe, & Cause/Effect</i>) Vocabulary: <i>predict, prediction, fact, hypothesis, hypothetically speaking</i> Modal verbs: <i>can, could, might, will, would, should</i> Present, Past, and Future Tenses of the verbs <i>to have</i> and <i>to be</i> Prepositions: <i>next, before, after</i>
Cause/Effect/ Justify/Explain	(<i>also see All the Above</i>) If __, then ____. When __, then ____. Because __, we need to ____. That's why we need to ____. As a result of __, we now have _____.	If/When <u>we divide 14 blocks into 2 equal groups</u> , then <u>there will be 7 blocks in each group</u> . Because <u>the fractions have unlike denominators</u> , first we need to <u>find a common denominator</u> .	(<i>also see All the Above</i>) Vocabulary: <i>cause, effect, because, outcome, as a result of, that's why, then</i> Complex sentences with clauses with <i>because</i> and <i>as a result of</i> Complex sentences with conditional clauses with <i>if</i> and <i>when</i>

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