

# LINGUISTIC PATTERNS – FUNCTIONS & FORMS – EXAMPLES

Function (skill)	Beginning Level ←		→	Advanced Level
<b>Asking-Answering Questions</b>	What (where, who) is ___ ___?	How did the ___ ___ when ___ ___?	I wonder why ___ would ___? but ___?	How would a ___ if ___ was ___?
<b>Classify Categorize</b> <i>Tree Map</i>	There are ___ types of ___.	___, ___, and ___ all have ___.	Both ___ and ___ could be classified as ___.	Because ___ have ___, we should categorize them as ___.
<b>Compare &amp; Contrast</b>  <i>Double Bubble</i>	A ___ has ___. A ___ is ___. ___ is a ___.	They both have ___ but ___ has ___. 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 both alike is that they both are/have ___, but what's different is that they are/have ___. There are several major differences between ___ and ___. The most notable is ___.
<b>Describing Actions</b>  <i>Bubble or Tree</i>	What is ___ doing? What is happening to the ___?	Why did they ___? How does the ___ ___? Why didn't the ___ ___?	How did the ___ ___?	What caused the ___ to ___?
<b>Describing Characters</b>  <i>Bubble or Tree</i>	At first ___ is/are ___. She/he is (not) ___. Then, she/he is ___.	At the beginning of the story he ___ . Then he learns ___ (or changes) when ___ . At the end, he ___ .	When the story begins, she is ___ . As a result of ___ she ___ . By the end of the story she ___ .	Initially, she is/has ___ . As a result of ___ , she ___ . Eventually, she ___ .
<b>Describing Setting (time, place)</b>  <i>Bubble</i>	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 ___ .	The story takes place during the ___ . ___ can be described as ___ . This setting is significant because ___ .
<b>Distinguish Fact &amp; Opinion</b>  <i>Tree Map</i>	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 ___ because it can/cannot be proven.

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<b>Distinguish Reality &amp; Fantasy</b> <i>Tree Map</i>	___ is/are ____. ___ could not really ____. ___ can _____. ___ can't _____.	___ is not true because ____. ___ and ___ can ____, so I know this story is ____.	Since ____, I know ____. The part about ___ is fantasy because _____. I can conclude ___ because _____.	___ is _____. Therefore/Consequently, it must be _____. As a result of ____, we can conclude that _____.
<b>Draw Conclusions</b> <i>One-sided Multi-flow</i>	___ 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 of ____, we can conclude that _____.
<b>Express Needs &amp; Likes</b> <i>Tree Map</i>	We are going to the _____. We want (need, like) a _____. ___ wants (needs, likes) a _____.	We will go to the store because we need _____. I like ___ and _____. We need a <u>adj.</u> <u>noun</u> _____.	Because I like ____, I've always wanted _____. If we want to ____, we need _____.	I have always wanted to ____, (because _____.) In order to ____, we will need to _____.
<b>Identifying Cause &amp; Effect</b> <i>Multi-flow</i>	The ___ are _____. The _____.	Because ____, _____. ___ because _____. _____, so _____.	I'm ____, so I would _____. Since ____, _____.	_____, which led to _____-ing. Due to the fact that _____, _____.
<b>Main Idea &amp; Details</b> <i>Tree Map</i>	The main idea is <u>(1 or 2 words)</u> _____.	The main idea is <u>(several words)</u> _____. One detail is that _____.	The main idea is ___ which means _____. ___ and ___ are details that support this idea.	Since the main idea is ____, a supporting idea might be _____.
<b>Sequence</b> <i>Flow</i>	They went _____. They were going to _____.	First, ___ went _____. Then, ___ had to _____. Next, there was _____.	For the past ____, ... To begin _____. Once you ____, then you _____. After <u>action</u> _____, the _____.	It has been ___ since _____. Prior to _____, ... Just as <u>action/event</u> _____, _____.

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## Comprehension Skills – Teachers prompts and student patterns/stems

<b>Summarize</b>  <i>Flow or Tree</i>	___ is ____. ___ make/makes ____.	___ is ____, and the result is ____. _____, and then ____.	In short, ____, but actually ____. To conclude, ____. In summary, ____.	Therefore, ____, because ____. Consequently, ____.
<b>Predict – Confirm Prediction</b>  <i>Multi-flow</i>	It was ____. I thought ____. Yes, she _____. No, they ____.	I predicted that ____. I found out that ____. Now I think ____.	Now I see that my prediction was (not) confirmed because ____.	Earlier I predicted ____. I see that my prediction was (not) confirmed.
<b>Ask Clarifying Questions</b>	What is ____? Where? Where is it? What is ____ for?	How many sentences do I write in my paragraph? What should I add? What is missing? What is the difference between ____ and ____? Where can I find it? Will you show me where ____ is? What does ____ mean?	What would be a good first sentence for my paragraph? What would you suggest that I add? What does it mean when the author writes ____? I understand ____, but why ____? I don't understand how they ____. I know ____, but I wonder what ____ means. I don't understand how/why ____.	
<b>Identify Author's Point of View</b>  <i>(Teacher prompts)</i>	The author says "I". Who is telling the story? It says "he." It is third person.	The author uses "I" and "we". That means it's in first person. It's like the author is telling a story that happened to him. So it is first person. The author tells the story like she is watching it happen. This means it is third person.	The author uses "I", "my", "our", and "we" – so I can tell it is written in the first person. The author is part of the action, so it's first person. The author refers to the main character as "she" and is watching what is happening. This means it's written in the third person.	
<b>Making Connections</b>	I felt ____. It was just like ____.	___ reminds me of ____. This selection makes me realize ____, and the other one made me realize ____.	I have a connection here. I know ____. Even though I've never experienced ____, I think it might be similar to ____.	

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<b>Making Inferences</b>	The ___ was ____. My ___ was ____. I think ____.	I get ___ when I ____. In the story ____, but ____. The author ____. I can infer (make an inference)...	As the ____, I became _____. Therefore I think ____. Since ____, I can infer that ____. That shows ____.
<b>Monitor &amp; Clarify</b>	I see ____. I think ___ means ____.	I know that ___ means ____, so I'll keep looking for clues to help me figure out what ___ means. I know that ___ means ____. I think the writer means ____.	I wonder what the writer means by the line: ____. If I think about what I've just read and look at the illustration, I think I can figure it out.
<b>Visualize</b>	I see ____. I can see ____.	The image I have in my mind is _____. When I read this page, I imagine seeing _____.	As I read, I can visualize ____, and I can imagine the sound of ____.

<b>Inquiry &amp; Investigation</b>	<i>Ask Questions</i>	Who is/are ___? What is/are ___? Where is/are ___? Will the ___ (sink/float)?	I wonder what will happen if ____. I want to find out why ____.	I'd like to know what would/will happen if ____.
	<i>Formulate ideas &amp; conjectures</i>	I think ___ is going to _____. It is ____.	My idea is that ___ is going to _____. I think ___ because ____.	My idea-conjecture-theory about this question or problem is that ___ is going to ____ because ____.
	<i>Revise conjectures based on new information</i>	I thought ____. Now I think ____.	When I first started, I thought ___ was going to ____. Now I think ____.	At first I expected ___ to _____. Then I discovered ____, so my new idea-conjecture-theory is ____.
	<i>Identify new needs, make new plans</i>	I learned ____. Now I think ____.	I learned that ____, so now I think _____. I still need to know-find out ____.	I'm revising my previous conjecture because I've learned _____. Based on what I found out, I still need to know ____.