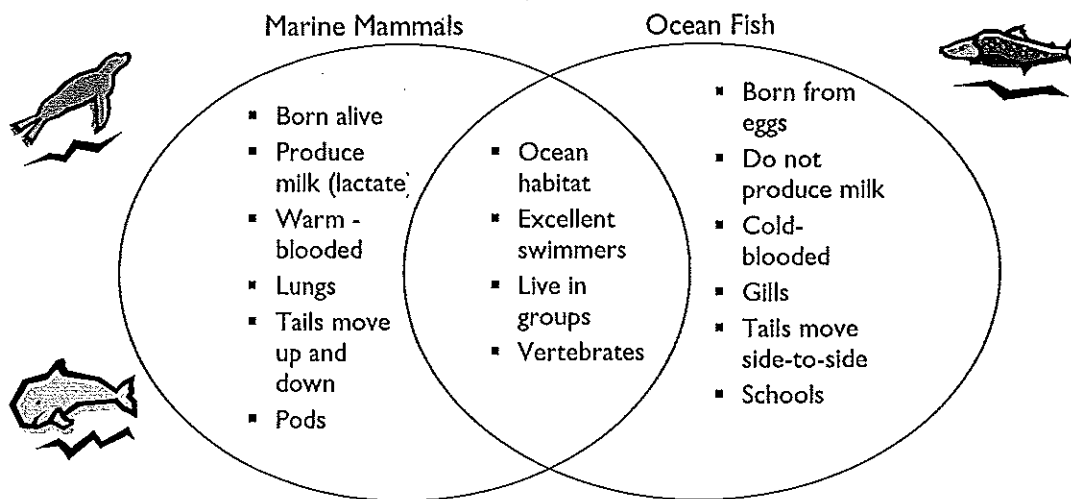A teacher might focus her week's **Intermediate-level** ELD instruction on teaching **description and comparison** (language functions) using the familiar topic of **ocean life**, building on content they have studied and for which interesting books and visuals are available. She has taught topic-specific vocabulary using nature photos, pantomime, and an *Illustrated Word Bank* or *Illustrated Graphic Organizer.* (Note: this in not an example as it does not have adequate illustrations)

Marine Mammals — Ocean Fish

Marine Mammals:
- Born alive
- Produce milk (lactate)
- Warm-blooded
- Lungs
- Tails move up and down
- Pods

Ocean habitat (overlap):
- Ocean habitat
- Excellent swimmers
- Live in groups
- Vertebrates

Ocean Fish:
- Born from eggs
- Do not produce milk
- Cold-blooded
- Gills
- Tails move side-to-side
- Schools

As students learned topic-specific vocabulary for ocean fish and marine mammals, they heard, repeated and generated sentences with the new words: *Whales are born alive. Their tails move up and down [with hand movement to demonstrate].* Next, they will learn mortar words and phrases to generate more complicated **sentences that describe attributes**; sentences beyond what they can currently produce.

When deciding what grammatical forms and patterns to teach, this teacher referred to the work of the intermediate level (*Tab Two: ELD Matrix of Grammatical Forms*) and considered the language knowledge needed to generate different sentences for the target function.

At the **Early Intermediate** level, students had learned to produce simple sentences in the present tense using *have (see Tab 2.14).* So most of her students are fairly adept at variations of the subject – verb – object construction. They have learned to use rich topic-specific vocabulary in simple ways:

- Marine mammals **have** warm blood (lungs, fur).
- ___[subject]___ have __[noun]__ .

Using newly taught verbs in the same structures, she teaches students to generate:

- Seals **produce** milk.
- _____ **breathe** with lungs.
- _____ **move** their tails up and down.

For **Intermediate** level, she taught them to list items in a series using commas:

- Seals breathe with lungs, have fur, and produce milk.

Another Intermediate level challenge is learning derivational forms *(page 2.14)*, so she might teach how to use the adjective *warm-blooded* or phrase *covered with fur* and the verb *to be:*

- Seals **are** warm-blooded (covered with fur, born alive).

Note: We teach the verb *to be* from the Beginning/Early Intermediate levels: *She is nice. The flower is pretty. We are scared.* What makes the sentence above a late intermediate task is learning how to use a noun as an adjective.

For **comparing** two things at the high end of Early Intermediate level, students learned to use the simple conjunction **but** *(page 2.16)* to combine two simple sentences:

Whales have warm blood, but fish have cold blood.

_____ have _____, but ____ have _____ .

Building on their knowledge of *but,* she teaches them to compare using more advanced conjunctions *(page 2.16)*:

Whales have warm blood, *however* fish have cold blood.

Whereas whales have warm blood, fish have cold blood.

And more complicated constructions, perhaps adding new specificity (*shark* for *fish*):

Seals are warm-blooded, *however* sharks are cold-blooded.

Seals and sharks are similar *because* they both _____ . They are different in that seals are/have _____, but sharks are/have_____ .

And yet more sophisticated ways of expressing the same idea:

There are several major differences between seals and fish. *The most notable is*

_____ .

Note that in addition to varying the use of conjunctions, we have taught comparison phrases, such as ...*are similar in that*... and ...*several major differences between*...

Good ELD instruction shows students how to use newly taught structures and patterns flexibly. So the teacher provided multiple opportunities for students to practice mixing and matching the content from the *Illustrated Graphic Organizer* with the sentence starters and frames she has posted on charts.

The goal is for students to learn not only to compare marine mammals and ocean fish, but **how to use** *language* **to compare.**

Ways to make this explicit include creating and posting charts labeled *"Words and Phrases for Comparing"* along with *"Sentence Patterns for Comparing."* These provide ongoing, practical references and become resources for student writing and support further developing meta-linguistic awareness. Helpful instructional routines are in *Tab Four: Instructional Routines.*

Students are called upon to compare in many daily and content area situations. For example, in mathematics, teachers might expect students to describe the similarities and differences among geometric shapes or express number value (larger/smaller, less/more than); in health, the relative nutritional value of different foods; the characteristics of mammals and reptiles in science; or two characters in a story in language arts. In an everyday situation, one might want to compare a Harry Potter book to the movie, or *ranchera* and country music.

We know students have internalized the language forms we've taught when they apply them for their own purposes.

ELD is the time we can focus on teaching students how to navigate and manipulate *one language task (function) at a time* to ensure they are equipped with the range of language skills they will need for everyday and academic tasks.
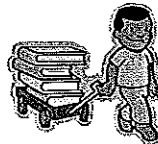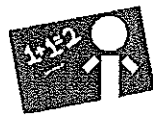
Building Language with Topic "Bricks" & Functional "Mortar"

To illustrate the importance of addressing both brick and mortar vocabulary in content instruction, let's look at a few examples of the relationship between function and topic:

Function Determines "Mortar"	Topic Determines "Bricks"	Sample Sentences Functional language (mortar) is in bold face.
Cause & Effect	Cold Weather Effects	**As a result of** the recent freeze, many crops died. **Due to** the cold weather, heating costs have increased. **If** the cold weather continues, the cost of produce will probably rise. **A major cause of** rising food prices is the unusually cold weather.
Compare & Contrast	Rainforests	**Although** rain forests **can be found in both** Washington state and Brazil, the plant life **in these two locations is completely different.** The majority of plants we've studied **require a similar amount of** rain. **Like** a temperate forest, rain forests **are** home to a diverse population of wildlife.
Description/ Elaboration	Civil War	A civil war **is when** the citizens of one nation fight against each other. The American Civil War **is an example of** a country divided by political differences. Civil wars **are often associated with** serious economic and social problems. **Some** civil wars **can be described as** struggles over territory.
Proposition/ Support (Problem/ Solution)	Climate Change	**All the evidence suggests that** significant climactic change is inevitable **unless** dramatic steps are taken immediately. The oil company **disagrees with** the environmentalists. **According to** research scientists, **the fact that** the Arctic ice is melting **is a serious concern.** **In my opinion,** it is time to explore other sources of energy.
Sequence	Wilderness Documentary	The documentary **begins with** a powerful opening scene about the risks of mountain sports. **It goes on to** explain the skills needed to climb mountains. **Later,** the film tells the story of a young man who survived a winter alone in the snow. **By the end,** the viewer has learned how to stay safe in the wilderness.

Below are examples of how functional mortar can be applied to different topics:

Cause & Effect	• Because we deprived the soil of essential nutrients, the plant did not thrive. • The discovery of gold led to a massive migration to California.
Compare & Contrast	• While physical and chemical processes both change a substance, there are several major differences between them. The most notable is that chemical changes result in a rearrangement of molecules that form new products and physical processes involve a material change with no chemical reaction.
Description/ Elaboration	• Igneous rock consists of hardened lava and magma. They often appear shiny and sharp.
Proposition/ Support	• The defense attorney argues against the prosecution's claims. • In support of his position, the scientist argues that natural weather cycles alone cannot explain the preponderance of recent severe weather events.
Sequencing	• For the past several weeks, the volcano had been smoking, and today, it finally erupted violently. • In 58 BC Caesar was named governor of a Roman province. Within seven years he conquered what is now northern France, and before long was dictator of Rome.

Utilizing Our Expertise (Think, Write, Pair Share)

Directions: Think of an essential topic from your content area. Use the samples on the previous page and above as a guide to write five sentences, one for each of the dominant functions.

Post a few of your sentences on the chart paper labeled for each of the functions.

Topic: _____

Cause & Effect Sample: _____

_____

Compare & Contrast Sample: _____

_____

Description/Elaboration Sample: _____

_____

Proposition/Support Sample: _____

_____

Sequence Sample: _____

_____

Our goal is for students to be able to accurately and fluently use language to communicate their ideas.

Fluency refers to the accuracy, ease and flexibility in comprehension (listening and reading) and production (speaking and writing). Fluency in many forms and functions is required for academic success – consider standardized testing, classroom participation, reading of literature and informational text, writing essays, and presenting oral reports.

Expressive vocabulary builds on a foundation of receptive word knowledge. To actively help students develop a rich receptive vocabulary, teachers must consciously model forms above the students' current expressive level while maintaining comprehensibility, and use varied and interesting language a level above what students can express on their own. This can be done in the course of daily interactions by phrasing things in more than one way.

To develop students' expressive language skills, explicitly teach and model the language you wish to hear and see in writing, and require that students use full sentences and utilize the target language.

It is unfair to ask students to produce and apply academic language that has not been taught and practiced. Before asking students to apply unfamiliar academic language in new ways, we must provide them with practice that is controlled and supervised. Written forms also need to be scaffolded. Before expecting students to compose independently using new vocabulary and language structures, we need to expose them to multiple models, templates, and frames.

Structured language practice

Students develop fluency through authentic and engaging uses of language – both oral and written – and through carefully crafted opportunities to practice newly learned structures in different contexts. One way this can be accomplished is by incorporating structured language practice into lesson delivery.

This is practice that is structured to ensure students have the opportunity to think about and use language in supported and organized ways. Structured language practice can occur in pairs, small groups or during whole group discussion, but should be short, focused, and frequent. The emphasis is on developing automatic and fluent accuracy. So there must be attention to correctness: *not just what is said, but also how it is said.*

> Ensure *each* student practices new language *multiple* times throughout *every* lesson.

This serves several purposes:

1. Allows teachers to organize for maximum engagement and accountability, since students are practicing newly learned language in groups or partners as opposed to responding one by one.

2. Helps students internalize newly learned language structures and vocabulary through multiple opportunities to practice in engaging and supportive settings.

3. Supports student use of increasingly precise and varied language to express understanding.
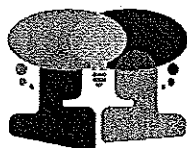
Utilizing Our Expertise (Think, Pair, Share)

Directions: What are ways to support students in using the language they are learning?

A Focused Approach:
Features of Explicit Language Instruction

I. Language Functions

Purposes for using language to:
- Perform cognitive tasks
- Express thinking orally and in writing
- Inform text structure (common are bolded below)
- Engage in social and academic conversation

Relevance to EL instruction:

What are some of the communicative purposes English learners must be able to navigate? What language functions do cognitive tasks require? What text structures must students comprehend?

- Participate in discussions, clarify
- Express action and time relationships
- Classify and compare/contrast
- Sequence

- Express social courtesies
- Express needs, likes and feelings
- Describe, explain and elaborate
- Express cause/effect

- Give/follow directions
- Draw conclusions
- Generalize, predict
- Summarize

II. Language Tools

What language tools are needed to communicate for different purposes?
What language is needed to comprehend text and express thinking orally and in writing?

Mortar	Bricks
Functional words and phrases in sentence structures that allow us to generate a range of statements and questions for different functions. Requires knowledge of grammatical features, syntax, conventions for formal/informal use, and the ability to use varied and complex sentences. A few examples: *would have liked to* *are usually/tend to* *has been* *may have been* *was beginning to* *didn't* *have/want/know* *in the case of*	**Topic-specific words** needed to talk about that topic. This vocabulary may include specific nouns and adjectives, verbs and adverbs related to a theme or subject. These words and phrases may be basic, general use, or specialized, such as: Basic: *tree, elbow, art, force, shoes, skull, dry, donate* General: *debate, government, arid, empathy, mammal* Specialized: *War of Independence, incisor, germinate, archetype, integer, carburetor*

III. Instruction & Application

How are language tools introduced, modeled and practiced using I/We/You Do It?
What opportunities for structured interaction are provided for students to practice newly learned language? How are students supported in gaining oral and written fluency??

Goal: Accurate and fluent use of language
- Ease of comprehension (listening & reading) and production (speaking & writing)
- Automaticity in reading and writing
- Facility of language use for a wide range of purposes
- Appropriateness of discourse style and register demanded by situation
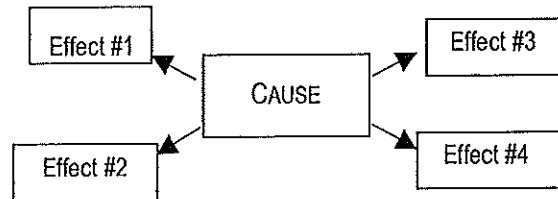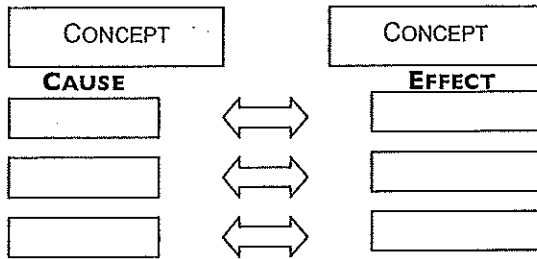
CAUSE AND EFFECT

	Helpful Signal Words		Sample Sentence Frames
Intermediate	*if...then* *for this reason* *as a result(of)* *when(cause),...(effect)* *after(cause)...,(effect)*	*so* *because (of)* *therefore* *since*	▪ She was _____ because she didn't _____. ▪ If it _____, then we will _____. ▪ He believed _____ since _____. ▪ When _____ is added, _____ dissolves. ▪
Early Advanced	*it follows* *due to* *one reason for* *since ____, ____*	*thus* *consequently* *hence* *the cause of*	▪ It was discovered that _____. Consequently, _____. ▪ If _____ results in _____, it follows that _____. ▪ _____ has been caused by _____, thus _____. ▪
Advanced	*even if...would* *which in turn* *leads/led to* *leads me to believe that* *once ____, ____*	*accordingly* *due to the fact that* *subsequently*	▪ Even if _____, we would need to _____. ▪ There have been _____, _____, and _____. This leads me to believe that _____. ▪ _____ has/have caused _____. Which, in turn, results/resulted in _____. ▪ Due to the fact that _____, it will most certainly _____. ▪

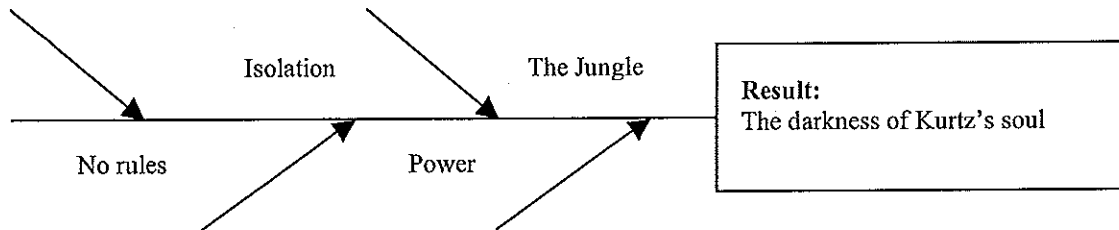## Related Functions & Sample Frames

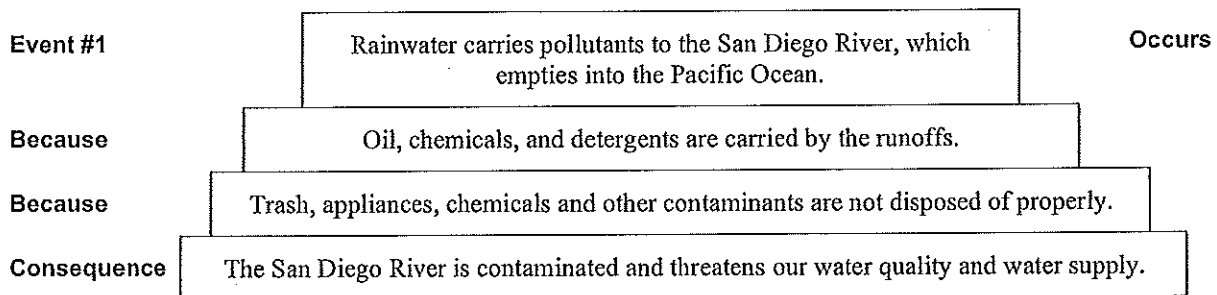|	
Describe who or what is being affected and how	▪ Thousands of people _____ due to the destruction caused by _____. ▪ Since _____ committed _____, they have to _____. ▪ Because of _____, the _____ is _____. ▪
Come to a conclusion or recommendation	▪ _____ has led to _____. For this reason I believe that _____. ▪ As a result of _____, I recommend _____. ▪ Without _____ we have _____. Therefore, we must _____. ▪
Predict the possible effects	▪ If _____ was added to _____, then I think the result would have been _____. ▪ Reading _____ and hearing _____ has led me to believe that _____. ▪ I predict that _____ since I observed _____. ▪

Helpful Graphic Organizers

CONCEPT		CONCEPT
CAUSE		**EFFECT**

	⟺	
	⟺	
	⟺	

Effect #1 ← CAUSE → Effect #3

Effect #2 ← CAUSE → Effect #4

English Language Arts Example

Isolation   The Jungle

No rules   Power

Result:
The darkness of Kurtz's soul

In Joseph Conrad's **novel**, *Heart of Darkness*, **we learn about the central character**, Kurtz. Kurtz decided to leave Europe and go to the Congo **because he wanted to offer** a better way of life to the natives living there. His noble intentions were thwarted, **however, due to the darkness of the jungle** and his dark internal struggle. **Before his** journey to the Congo, Kurtz **was viewed as an educated, refined, and caring man. Yet, as a result of his** extended stay in the jungle, Kurtz **became lost, violent, and crazy.** The isolation, lack of civility, and savagery **led him to** commit unspeakable horrors, **which in turn led to** the darkness of his soul.

Science/Social Studies Example

Event #1	Rainwater carries pollutants to the San Diego River, which empties into the Pacific Ocean.	Occurs
Because	Oil, chemicals, and detergents are carried by the runoffs.	
Because	Trash, appliances, chemicals and other contaminants are not disposed of properly.	
Consequence	The San Diego River is contaminated and threatens our water quality and water supply.	

Because a significant number of people **do not** dispose of harmful chemicals properly, pollutants **are** contaminating the San Diego River. **In addition, rainfall contributes to this problem because** the runoff carries oils, detergents, and other contaminants to the river. **As a result,** the San Diego River and parts of the Pacific Ocean are hazardous to both humans and animals. **Consequently,** our water source is in jeopardy.
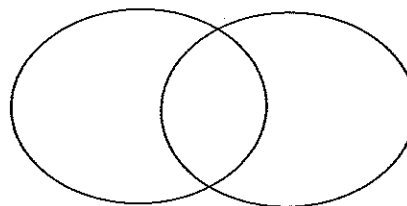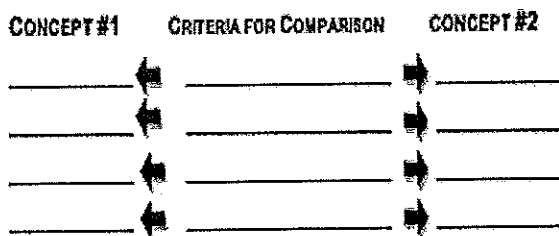
COMPARE AND CONTRAST

	Helpful Signal Words		Sample Sentence Frames
Intermediate	like, is the same as are the same/ different because ___er, ___est ___er than	but however yet unlike both	▪ Both are / are able to / have / can _____. ▪ ____ and ____ are similar because they are both _____. ▪ ____ and ____ are different because ____ is ____ and ____ is ____.
Early Advanced	are similar because have in common difference between on the other hand	just like in contrast compared to	▪ Although ____ and ____ have some similar characteristics, they are very different _____. ▪ The majority of ____ are ____, while ____ are _____. ▪ The differences/similarities between ____ and ____ are ____.
Advanced	as opposed to a distinction between share common attributes synonymous with	just as whereas by comparison each is	▪ They ____ and ____ are similar in that _____. ▪ While ____ and ____ are both _____, there are several major differences between them. ▪ The most noticeable/notable is that the ____ has ____, whereas the ____ has ____. ▪ The primary distinction between ____ and ____ can be described as _____.

Related Functions & Sample Frames

Compare characteristics	▪ ____ and ____ share the same _____. ▪ Both ____ and ____ can be described as _____. ▪ ____ is different from ____ because _____.
Compare actions and responses	▪ While _____ is able to _____, _____ does not have that capability/feature/ ▪ The behaviors of _____ was/is in complete contrast from / differs from _____. ▪ Each responded differently because _____. The ____ responded differently from the ____. ▪
Draw comparative conclusions	▪ Their similarities outweigh their differences because _____. ▪ By comparing ____ and ____, it became clear (I realized, I understood, etc) that _____. ▪
Classify and compare	▪ There are several types of _____, including _____, _____, and _____. ▪ ____ can be identified as a _____ because _____. ▪ One of the key characteristics of _____ is _____. A secondary characteristic is _____

Helpful Graphic Organizers

CONCEPT #1	CRITERIA FOR COMPARISON	CONCEPT #2

English Language Arts Example

Scout		Criteria for Comparison of Scout and Jem		Jem
Girl, age five	←	Age and gender	→	Boy of about nine
Adventurous, likes to be outside; fights with boys, likes to read	←	Behaviors	→	Adventurous, like to play outside, protects his sister
Confident, good-hearted, good-natured	←	Personality traits	→	Can be moody and cynical, more serious than his sister
Nurtured and protected	←	Relationship with Atticus	→	Respect and admiration

Both Jem and Scout are important characters in *To Kill a Mockingbird*. Jem is a nine year-old boy, and Scout is his little sister. While Scout and Jem are both active and adventurous, there are several major differences between them. Whereas Scout is good-natured and easy going, Jem can be more moody and serious. Each has a close relationship with their father. Atticus is protective and nurtures Scout, but with Jem, he is more respectful and adult.

Science Example

Atomic Structure

	Mass	Charge	Location
Protons	1	Positive +1	within the nucleus
Neutrons	1	None 0	within the nucleus
Electrons	1/1836	Negative −1	create electron cloud
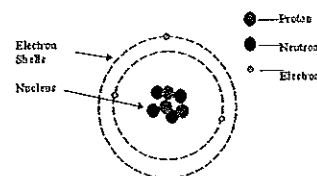
The structure of an atom includes three similar, but distinct constituents. Both protons and neutrons are found in the nucleus of the atom. Electrons, however, are found in the electron cloud that orbits the nucleus. Protons have a positive charge, electrons are negatively charged, and neutrons have no charge.

ELABORATION/DESCRIPTION

|	Helpful Signal Words		Sample Sentence Frames
Intermediate	includes belongs is called explain	for example in other words described such as	▪ One example of _____ is _____. ▪ _____ is called _____ and belongs to (is part of, is related to) a _____. ▪ _____ can be described as _____. ▪
Early Advanced	displays known for demonstrates contains put another way	refers to illustrates consists of tends to in short	▪ _____ has _____ and is known for _____. ▪ _____ contains _____ and tends to _____. ▪ _____ is illustrated by _____. ▪ Characteristics (components) of _____ include _____ and _____. ▪
Advanced	characterized by associated with reflects exhibits put differently	defined by understood as by extension identified by in essence	▪ Indicators of _____ are defined by _____. ▪ Frequently associated with _____, _____ is understood as _____. ▪ _____ is widely acknowledged as _____ and exhibits _____. ▪

Related Functions & Sample Frames

|	
Classification	▪ _____ are characterized by several (distinct) features, such as: _____. ▪ _____ tends to _____. This suggests it _____. ▪ _____ can be identified by _____. ▪
Making inferences	▪ _____ appears (seems) to suggests that _____. ▪ _____ is a reflection of _____. ▪ _____ can be explained as (stand for) _____. ▪ By extension, _____.
Synthesizing	▪ _____ can be understood from multiple perspectives. For example _____. ▪ _____ is frequently referred to as _____. ▪ Experts agree that _____ is a reflection of _____ and demonstrates _____.

Helpful Graphic Organizers

English Language Arts Example
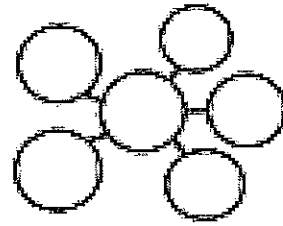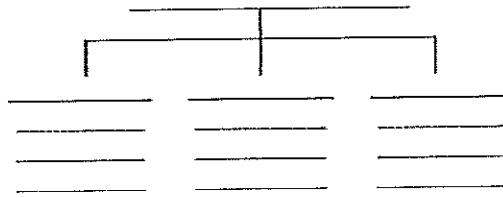
Moral Decisions in Bless Me, Ultima
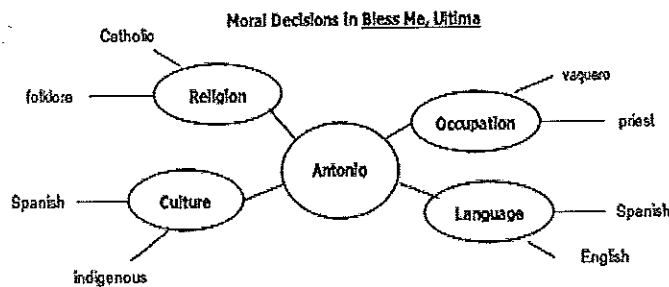
Antonio faces many moral decisions in the novel *Bless Me, Ultima*. The difficulty of these decisions is illustrated by his conflicting emotions. Antonio's struggles reflect his growing maturity and independence. For example, his religious questions indicate a shift away from the beliefs of his mother's church. Antonio's ability to live between two cultures is defined by his strong, moral character.

Science Example
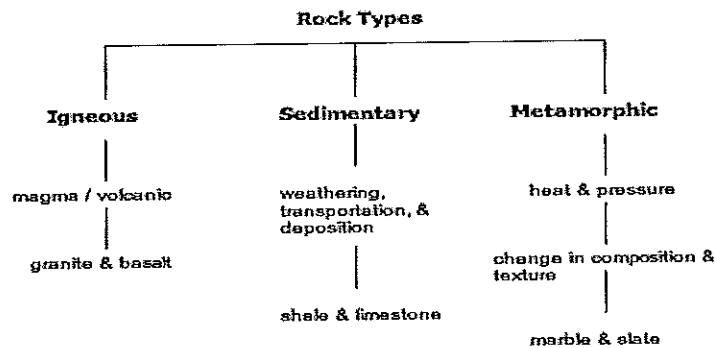
In geology, rocks are generally divided into three **classifications**: igneous, sedimentary, and metamorphic. Igneous rocks **consist of** hardened lava and magma. **They often appear** shiny and sharp. Basalt **and** granite **are examples of** igneous rocks. Sedimentary rocks **are defined by a process of** weathering, transportation, and deposition. Shale and limestone **belong to the category of** sedimentary rocks. Metamorphic rocks **exhibit a** transformation in composition and texture. Metamorphic rocks, **such as** slate, **can be described as** grainy or flaky.

PROPOSITION AND SUPPORT (PROBLEM / SOLUTION)

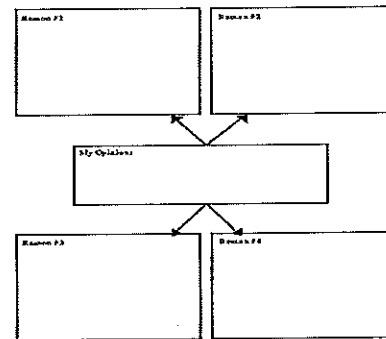|	Helpful Signal Words		Sample Sentence Frames
Intermediate	believe opinion problem agree / disagree reasons	for example in fact suggests solution	▪ I believe that _____. I believe this because_____. ▪ It is my opinion that _____. ▪ There is a problem with _____. The proof of this problem is _____ and _____. ▪ I disagree with _____ because _____. ▪
Early Advanced	states argues supports position view	most importantly according to proposes evidence clearly	▪ According to _____, _____ is a serious problem. ▪ In support of this position, _____, I would argue that_____. ▪ The evidence suggests that_____. ▪
Advanced	asserts claims defends persuades based on	ultimately apparently therefore nevertheless moreover	▪ Nevertheless, the evidence strongly suggests that _____. ▪ _____ defends this position by_____ ▪ Ultimately, we must agree that _____. ▪

Related Functions & Sample Frames

Description	▪ For instance, according to one scholar _____. ▪ An example of this problem is _____. ▪ The situation can be understood by examining _____
Drawing conclusions	▪ In sum, the evidence suggests that _____. ▪ Thus, _____. ▪ In multiple studies, experts consistently state that _____.
Stating opinions	▪ I've always believed that _____. ▪ When it comes to _____, most people agree that _____. ▪ In discussions about _____, _____ emphasizes the fact that_____.
Introducing sources	▪ As stated by _____, there is little doubt that _____. ▪ In the article _____ by _____, the author urges the reader to _____.

Helpful Graphic Organizers

Proposition → Support Graphic Organizer		
Proposition		
Proposition Sentence		
Support		
Supporting Reasons / Details	Quotes / Examples	Explain in your own words
Conclusion		

English Language Arts Example

The pamphlet "The American Crisis" written by Thomas Paine in 1776 **makes the point that** freedom is worth fighting for. **To convince the reader, Paine explains that** freedom is everyone's right. **He claims that** no country or king should have the power to deny people their freedom. **He also tries to persuade the reader to** support the war and have faith in the military leadership. Thomas Paine believed that winning the war and fighting for freedom was a moral responsibility.

Proposition → Support Graphic Organizer		
Proposition		
Proposition Sentence		
Thomas Paine is arguing that American citizens and soldiers must not give up the fight in 1776.		
Support		
Supporting Reasons / Details	Quotes / Examples	Explain in your own words
Freedom is worth fighting for	"Heaven knows how to put a proper price upon its goods; and it would be strange indeed if so celestial an article as freedom should not be highly rated."	Freedom is a god-given right that we must fight to protect
The King of England is a tyrant	"I cannot see on what grounds the King of Britian can look up to heaven for help against us: a common murderer, a highwayman, a housebreaker"	The King is our enemy and doesn't have God on his side
Washington is a strong leader	"There is a natural firmness in some minds which cannot be unlocked by trifles, but which, when unlocked discovers a cabinet of fortitude."	When necessary, Washington will prove to be a great leader.
Conclusion		
The purpose of Thomas Paine's persuasive and emotional pamphlet was ito influence readers to support the war.		

Social Studies Example

King's position

America must take the initiative to stop the Vietnam war.

King's reasons

1. The focus and expense of fighting in the Vietnam War put an end to the Poverty Program, which the president had declared as an effort to abolish poverty across the nation. The onset of the Vietnam War shifted our the nation's priorities and resources

2. Poor soldiers, both black and white, were asked in great number to fight in the war. Black and white soldiers were expected to fight side-by-side in Vietnam but at home were not allowed to sit in the same school classrooms.

3. We cannot send young men to war and teach them to kill people of other nations and then expect them to accept that social change is the result of non-violence.

In his speech "A Declaration of Independence from the War in Vietnam," Martin Luther King, Jr. **strongly presents his position against** the Vietnam War. **He argues that there are three key reasons for his** anti-war **opinion. He believes that** the money paying for the war is taking away from services for poor people at home. **He claims that** the young black and white men who are fighting the war are mostly poor and expected to live side-by-side in Vietnam, but are not allowed to live that way at home. **For example, King says that** the soldiers "kill and die together for a nation that has been unable to seat them together in the same schools." **To close, King urges the reader to** end the war, be a citizen of the world, and "rededicate ourselves" to a new world.
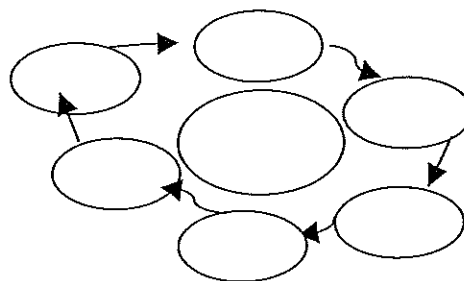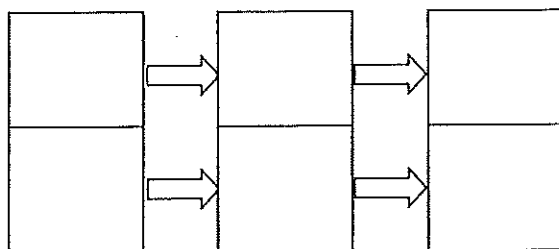
SEQUENCING

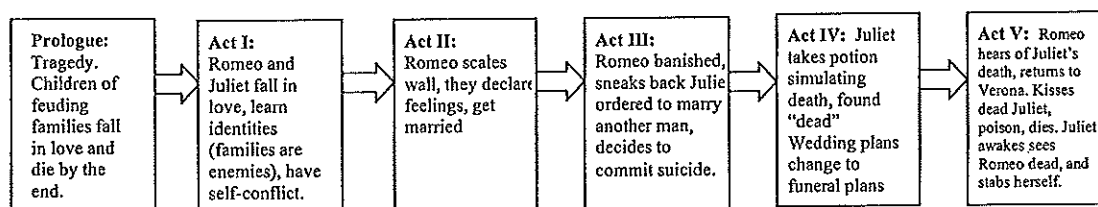|	**Helpful Signal Words**		**Sample Sentence Frames**
Intermediate	first, second next, later, then before/after beginning, middle, end	while now finally earlier	▪ First, ____ went ____. Then, ____ and ____. Next, there was ____. ▪ After *(insert action)*, the _____. ▪ In the beginning/middle/end, _____. ▪ Now, _____. ▪
Early Advanced	for the past previously since eventually	initially meanwhile immediately during	▪ For the past _____. ▪ Initially ____, then ____. ▪ Immediately before/after ____, ____. ▪ Meanwhile ____ was taking place/occurring/happening. ▪
Advanced	prior to subsequently simultaneously	preceding following concluding	▪ Prior to ____, ____. ▪ Subsequently, as a result of ____, ____ occurred/happened. ▪ Preceding the events/actions of ____, ____. ▪ Simultaneously ____ and ____ were taking place/occurring. ▪

Related Functions & Sample Frames

Sequence events	▪ First, ____ happened. Then, ____ occurred and ____. Eventually, _____. ▪ Initially _____, then _____. ▪ In the beginning, _____. In the middle, _____. In the end, _____. ▪
Sequence timelines	▪ From the early 1920's through the late 1940's, _____. ▪ For the past 50 years, _____. ▪ Immediately following the _____, the _____ took place/occurred. ▪
Draw sequential conclusions	▪ Initially, I thought/believed ____, however after ____, I knew _____. ▪ Prior to _____, I had anticipated _____. ▪ Following/concluding the results/events, _____. ▪

Helpful Graphic Organizers


English Language Arts Example

Prologue: Tragedy. Children of feuding families fall in love and die by the end.	Act I: Romeo and Juliet fall in love, learn identities (families are enemies), have self-conflict.	Act II: Romeo scales wall, they declare feelings, get married	Act III: Romeo banished, sneaks back Juliet ordered to marry another man, decides to commit suicide.	Act IV: Juliet takes potion simulating death, found "dead" Wedding plans change to funeral plans	Act V: Romeo hears of Juliet's death, returns to Verona. Kisses dead Juliet, poison, dies. Juliet awakes sees Romeo dead, and stabs herself.

In the beginning of *Romeo and Juliet* by Shakespeare, we learn that the children of two feuding families will both love and die in the course of this play. In the first act, Romeo and Juliet fall in love, despite the fact that their families have been in an ongoing feud. Initially, Romeo and Juliet both feel a tremendous amount of self-conflict between family loyalty and their love for one another. Meanwhile, Romeo ignores the imminent danger to bring himself closer to his true love, Juliet. After declaring their feelings for one another, they are married. Shortly thereafter, because of Romeo's involvement in the ongoing family feud, he is banished from Verona, but he sneaks back for one night with Juliet. Then Juliet is ordered to marry a man she does not love. She decides she will commit suicide if all else fails. Immediately before the mandatory wedding, Juliet takes a poison that simulates death. The moment that Romeo discovers Juliet's death, he rushes to her coffin. The man she was to marry attacks Romeo. Romeo kills him, then poisons himself and dies. In the final scene, Juliet awakes to find her true love dead, and stabs herself to death.
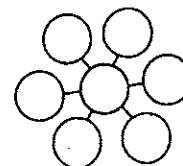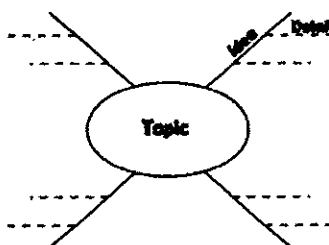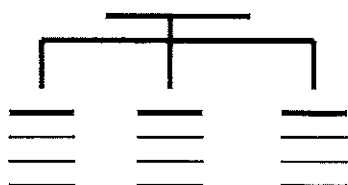
Social Studies Example

Julius Caesar
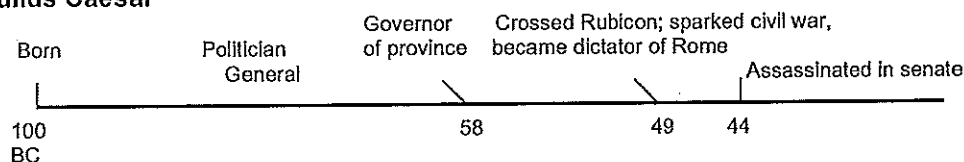
Ancient Rome's most famous citizen was Julius Caesar. Born in 100 or 102 BC, he was a politician and general. In 58 BC Caesar was named governor of a Roman province. Within seven years, he conquered an area that today is northern France. A turning point in Roman history came in 49 BC when Caesar crossed the Rubicon, the small river between his province and Rome and began a civil war. Soon he was declared dictator of Rome for life. But his rule was short lived. Five years later, in 44 BC, he was assassinated in the Roman senate.

Most classroom assignments require you to think and write in the following ways:
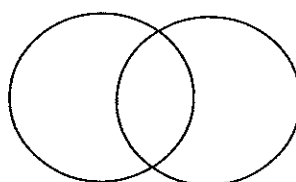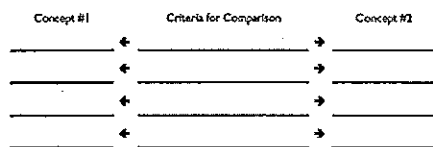- Explain or describe
- Compare and contrast
- Provide causes and effects
- Persuade or argue
- Sequence or narrate

The tools below will assist you in completing assignments. Use the graphic organizers to improve the structure and clarity of your thinking. Use the signal words and phrases to develop and refine your speaking and writing.

Cognitive Function	Sample Assignments	Language Choices		
		Simple	Sufficient	Sophisticated
Explain or describe	■ Discuss the structure of... ■ Explain the meaning of.... ■ Identify the components of...	*has/have; is/are* *for example; include*	*considered; described as* *contain; consist; demonstrate* *known for; seen as*	*exhibit* *associated with; defined by; consists of* *viewed as; such as; characterized by*

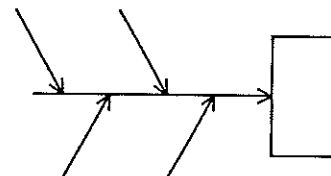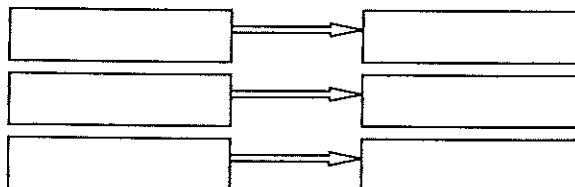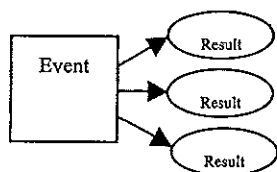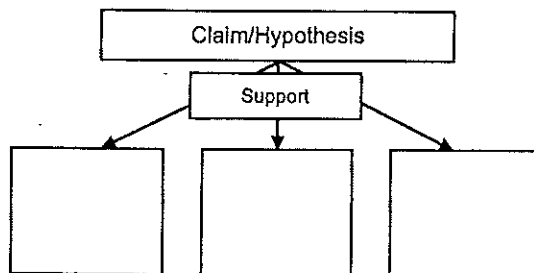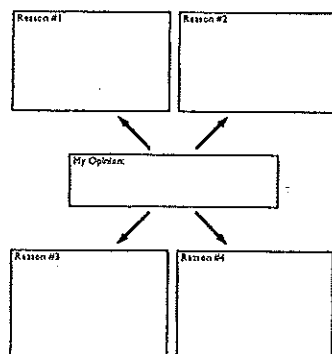|		Simple	Sufficient	Sophisticated
Compare	■ What are the similarities between...? ■ How are _____ and _____ alike? ■ Compare _____ and _____.	*like* *are the same because...* *both* *__er, __est*	*just like* *are similar because* *have in common* *compared to*	*similarly* *just as* *shared/common attributes* *by comparison*
Contrast	■ What are the significant differences between...? ■ In what ways do _____ and _____ differ? ■ What distinguishes _____ from _____?	*but; however* *unlike* *__er than*	*in contrast* *on the other hand* *differences between*	*whereas; however* *as opposed to* *a distinction between* *conversely*

WAYS WE EXPRESS OUR THINKING

Cognitive Function	Sample Assignments	Language Choices		
		Simple	Sufficient	Sophisticated
Cause & Effect	■ Analyze the effects of… ■ How did ____ impact ____? ■ Predict the outcome of…	because; because of caused so	as a result of; led to therefore if…then	resulted in; determined impact; due to created had the effect

Cognitive Function	Sample Assignments	Simple	Sufficient	Sophisticated
Proposition & Support Problem/Solution	■ Agree or disagree… ■ Argue reasons for… ■ Propose a solution to… ■ Justify your opinion	I think/believe one reason that my (his, her) opinion my (his, her, our) idea	in my opinion point of view believes that in support of; against provides evidence; make an argument	from the perspective of take a stand express the view thesis; position; claim; statement

Cognitive Function	Sample Assignments	Simple	Sufficient	Sophisticated
Sequence	■ Trace the development of… ■ Outline the steps of… ■ Summarize a sequence of events.	first; second next; later; then before; after; soon	while; now; finally; during earlier for the past	prior to; previously since eventually; currently subsequently; ultimately