Academic Language Scripts

Requesting Assistance
- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to... (do this..., write this..., draw this..., pronounce this..., solve this..., etc.)?

Interrupting
- Excuse me, but.... (I don't understand.)
- Sorry for interrupting, but.... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification
- Could you repeat that?
- Could you give me an example of that?
- I have a question about that....
- Could you please explain what ______ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- So, do you mean....?

Probing for Higher Level Thinking
- What examples do you have of...?
- Where in the text can we find...?
- I understand..., but I wonder about....
- How does this idea connect to...?
- If ______ is true, then....?
- What would happen if....?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are ____ and ____ similar?
- Why is ____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Expressing an Opinion
- I think/believe/predict/imagine that....
- In my opinion....
- It seems to me that....
- Not everyone will agree with me, but....

Building on What Others Say
- I agree with what ______ said because....
- You bring up an interesting point, and I also think....
- That's an interesting idea, I wonder if.... I think.... Do you think....?
- I thought about that also, and I'm wondering why....
- I hadn't thought of that before. You make me wonder if....? Do you think....?
- ______ said that.... I agree, and also think....
- Based on the ideas from _____. _____. and _____. it seems like we all think that....
- That's an excellent point, and I would add....

Soliciting a Response
- Do you agree?
- _____ [name], what do you think?
- Can someone else ask a question or offer an opinion?
- _____ [name], what did you understand from that answer?

Disagreeing
- I don't really agree with you because....
- I see it another way. I think....
- My idea is slightly different from yours. I believe that.... I think that....
- I have a different answer than you....

 Offering a Suggestion
- Maybe you/we could....
- Here's something that we/you might try....
- What if you/we....?

Classroom Reporting
- ______ [name] explained to me that....
- ______ [name] pointed out that....
- ______ [name] mentioned that....
- ______ [name] shared with me that....
- ______ [name] brought to my attention that....
- ______ [name] pointed out something interesting/intriguing/surprising/etc....
Guiding Questions
- What are the major steps in this sequence?
- Did a pattern of chronological ordering emerge?
- What details should be included (people, places, etc.) with each step?
- Are any events in the sequence more important than others?
- Is there a conflict in this sequence? Where does it get resolved?
- Why is the sequence important?

Sample Sentence Frames
- In the beginning/middle/end, ________.
- For the past ________ (set time frame), ________.
- First, ________ Then, ________ Next, there was ________ and ________.
- Before ________, ________.
- Initially ________, then ________.
- After ________ (action), ________.
- Immediately after ________, ________.
- Immediately following the ________, the ________ took place/occurred.
- First, ________ happened. Then, ________ occurred and ________.
- Meanwhile, ________ was taking place/occurring/happening.
- Once ________ happened, then ________.
- As a result of ________, ________ happened.
- Initially ________, then ________.
- Previously, ________.
- Preceding the events of ________, ________.
- Following ________, ________.
- Eventually, ________.
**Graphic Organizer**

- How Alike?
- How Different?

**Signal Words Word Bank**

<table>
<thead>
<tr>
<th>however</th>
<th>on the contrary</th>
<th>just like</th>
</tr>
</thead>
<tbody>
<tr>
<td>but</td>
<td>as opposed to</td>
<td>have in common</td>
</tr>
<tr>
<td>same as</td>
<td>share common traits</td>
<td>difference between</td>
</tr>
<tr>
<td>[-er], [-est]</td>
<td>both</td>
<td>whereas</td>
</tr>
<tr>
<td>are similar</td>
<td>different from</td>
<td>on the other hand</td>
</tr>
<tr>
<td>as well as</td>
<td>[-er] than</td>
<td>not only...but also</td>
</tr>
</tbody>
</table>

**Guiding Questions**

- What is being compared and contrasted?
- Why are these things being compared and contrasted?
- What categories of characteristics or attributes are used to compare and contrast these things?
- How are the things alike or similar?
- How are the things not alike or different?
- What are the most important contrasting characteristics or attributes?
- What are the most important comparable characteristics or attributes?
- What can we conclude about these things or items?

**Sample Sentence Frames**

- ________ is ________ [er]/[est] when compared to ________.
- ________ and ________ are similar because they are both ________.
- ________ and ________ are different because ________ is ________ and ________ is ________.
- ________ is ________; however, ________ is ________.
- While ________ is different from ________, ________.
- ________ is ________, as opposed to ________, which is ________.
- Although ________ and ________ have some similar characteristics, they are very different because ________.
- The most important difference is that ________ has ________, while ________ has ________.
- By comparing ________ and ________, it is clear that/I realized that/I learned that ________.
**Language Functions: Cause and Effect**

**Graphic Organizer**

```
cause          cause          cause          cause
              /             /             /
            effect          cause          cause
                                    /             /
                                              effect
```

**Signal Words Word Bank**

```
because       nevertheless       may be due to
since         accordingly         effects of
therefore     if...then          due to
consequently  thus               the cause was
as a result of subsequently     for this reason
this led to   because of         this led to (caused)
so that       in order to
```

**Guiding Questions**

- What is the cause-and-effect process the author is describing?
- When did a cause-and-effect relationship emerge?
- What is it that happens?
- What causes it to happen?
- What is the effect?
- What are the important elements or factors that cause this effect?
- How do these factors or elements interrelate?
- Will this result always happen from these causes? Why or why not?
- How would the result change if the elements or factors were different?

**Sample Sentence Frames**

- _______ was caused by ________.
- As a result of _________, _________.
- If _________, then _________.
- In order to _________, _________.
- For this reason, _________.

  _________ has been caused by _________, thus _________.

- Due to the fact that _________, it seems evident that _________.

  _________ has led to _________.

  For this reason, I believe that _________.

- If _________ is _________, then I predict that _________.
LANGUAGE FUNCTIONS:
Description and Elaboration

Graphic Organizer

Signal Words Word Bank

Guiding Questions

Sample Sentence Frames

Building a Foundation of Academic Language
LANGUAGE FUNCTIONS: Claim and Evidence

Graphic Organizer

Position/Claim

Evidence 1

Evidence 2

Argument/Reasons

Rebuttals

Counterarguments

Signal Words Word Bank

believes: nevertheless evidence
the question is: states refutes
suggests: persuades asserts
one answer is: position against
reasons: opposes claims
therefore: proposes defends
for example argues

Guiding Questions
- What is the claim or position?
- Why is this important?
- Who will this impact?
- What evidence is given to support the position/claim?
- What reasoning is given using the evidence?
- What might an opponent say to argue against this position (rebuttals)?
- What arguments can be made against the rebuttals (counterarguments)?
- What are the consequences or benefits of this position?

Sample Sentence Frames
- I believe ___________. I believe this because ___________.
- I disagree with ___________ because ___________.
- The evidence suggests that ___________.
- (author/proponent of a position) proposes that ___________. She/he/they supports her/his/their position by ___________.
- It is clear that ___________; therefore, ___________.
  (author/proponent of a position) justifies this position by ___________.
- While she/he tries to persuade us that ___________, the evidence suggests ___________.
- Nevertheless, the evidence strongly points to ___________.

AVID Academic Language and Literacy: A Schoolwide Approach