The sentence frames in this section are suggestions for whole group instruction or small group instruction. The sentence frames are leveled, and generally move from simpler to more complex. The sentence frames are not the only way that students may discuss the topic. It is our recommendation that they be used as a tool to start the academic conversation if students need prompting to respond. Students should move from teacher support to engaging independently in conversations. Teachers should give students opportunities to be more independent in discussions—relying less on the sentence frames as the year progresses.

These sentence frames cover speaking and listening standards as well as the standards for literature and informational texts.

Informational		Beginning	Intermediate	Advanced
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Prompt	What is the text mostly about? Tell me two details about the topic.	What are two details that give information about the topic?	What are two details that give information about the topic? What inference can you make about _____ based on the information in the text?
	Sentence Frames	This text is mostly about _____. One detail is _____. Another detail is _____. I can infer that _____.	I can infer that _____ because _____ and _____.	Two details that tell me about the topic are ___ and ___. I can infer that ____.
RI.4.1* Ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for the answers, both explicit and implicit.	Prompt	What questions can you ask to better understand who/where/what/when/why____?	What questions can you ask to better understand how/why ____?	What questions can you ask to better understand the text? What details help you find the answer?
	Sentence Frames	What is ___? Where is ___? Who is ___? When is ____? Why is ____?	Why does ___? How does___?	Who/what/where/why/how ___? The answer is ___. I know because ____.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Prompt	What is the main idea?	What are two details that give information about the main idea? How do these details support the main idea?	Summarize the text. How do the details support the main idea?
	Sentence Frames	The main idea is _____. One detail is _____.	The main idea is _____. Some details that support the main idea are _____ and _____. Another detail is _____. main idea because _____.	(Student summaries will vary.) The details support the main idea by _____.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Prompt	Explain the process of _____.	Explain the process of _____.	Explain the process of _____.
	Sentence Frames	First, _____. Then _____. Next _____. Finally, _____.	First, _____. Then _____ because _____. Finally, _____ because _____.	First, ___. Next, ___. Last, ___.
	Prompt	How is ____ connected to ____?	What is the connection between ____ and ____?	What idea is connected to the idea that ____? Why?
	Sentence Frames	____ is a ____. ____ is a ____.	____ is a ____. ____ is also a ____.	____ is connected to the idea that ____ because _____.
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Prompt	What word(s) do you not know? Do you think it is an important word? What can you do to learn the word?	What word(s) in the text is/are unfamiliar? What clues can help you figure out the meaning of the word?	What word(s) in the text is/are unfamiliar? Use clues to help you figure out the meaning of the word.
	Sentence Frames	I do not know the word(s) _____. I think ____. I can ____ to learn the word(s).	I do not know the word(s) _____. I can look for clues in ___.	____ tells me that the word ____ means ____.
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Prompt	How is this text organized? Is it a chronology of events? Is it an explanation of cause and effect? Is it an explanation of problem and solution? Is it a description of similarities and differences? How do you know?	How is the information in this text organized? What words help you know this?	What is the overall structure of this text? How do you know?
	Sentence Frames	The text is _____. I know because _____.	The words ____ tell me that this is a ___.	The ____ tells me that the overall structure of this text is _____.

Informational

		Beginning	Intermediate	Advanced
RI.4.5* Skim/scan to efficiently locate specific information relevant to the topic and capture findings in note form.	Prompt	What information do you want to find?	What did you notice as you scanned the text? What did it show/tell you?	What did you notice as you scanned the text? How was it relevant to the topic?
	Sentence Frames	I want information about _____.	I noticed a _____ showing/telling _____.	I noticed a ___ showing __. This is relevant to the topic because ___.
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Prompt	How is _____ different from _____? How are they similar?	How is _____ different from and similar to _____?	Compare and contrast _____.
	Sentence Frames	They are different because _____. They are similar because_____. They both _____.	They are similar because they both _____ but only _____ does _____. They are similar because they both _____. However, _____ does _____. but ____ does _____.	_____ and _____ are similiar in that they both _____. However _____ focuses on _____, while _____ focuses on _____.
RI.4.6* Identify author's point of view about the topic and determine if there is a bias. Distinguish their own point of view and determine if the author's arguments are fair or unfair.	Prompt	What is the author's opinion? Are the author's reason's fair or unfair? How do you know?	What is the author's opinion? Do you agree? Why or why not?	What is the author's opinion? Is the author's opinion fair or unfair? Why?
	Sentence Frames	The author thinks _____. The author's reasons are _____. I know because _____.	The author thinks ___ because ___. I agree/disagree because ___.	The author thinks ___ because ___. I the author's opinion is fair/unfair because ___.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Prompt	What does the (chart/graph/diagram) show?	How does the (chart/graph/diagram) help you understand the text?	How does the (chart/graph/diagram) add to the ideas in the text?
	Sentence Frames	The (chart/graph/diagram) shows _____.	The (chart/graph/diagram) helps me understand that _____.	The (chart/diagram) adds _____ to ___.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Prompt	What is one point the author makes in this (paragraph/ text)? What evidence supports this point?	What is one (reason/piece of evidence) the author gives to support the point that _____?	How does the author support the point that _____?
	Sentence Frames	The author says that _____. The evidence is _____.	One (reason/piece of evidence) the author gives to support the point that _____ is _____.	The author supports _____ by _____.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Prompt	What information can you find in each text?	What information can you find in the text named _____? How is this information similar to the information found in the text named _____?	How is the information in the text named _____ similar to and different from the information found in the text named _____?
	Sentence Frames	I can find information about _____ in the text named _____. I can find information about _____ in the text named _____.	I can find information about _____ in the text named _____. The two texts are similar because _____.	The things that they have in common are _____. The differences between _____ and _____ are_____.
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Prompt	Do you think _____?	What do you think about _____? Why?	What is your opinion about _____? Why?
	Sentence Frames	Yes, I think _____. No, I don't think _____. I believe that _____. Also, _____.	I think _____ because _____. I agree because _____. My position is _____. It is important that _____. I'd like to add on to that _____. I'd like to build on what _____ said.	My opinion is that _____ because _____. In my opinion, _____. I believe that we should _____. It is my viewpoint that _____. Even though I agree that _____, I also think that _____.

Literature		Beginning	Intermediate	Advanced
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**Prompt**	Can you give me an example of _____?	What are the characters in this story doing? What inference can you make about _____ based on what happens?	What is the story about? What inference can you make about what happens based on what you have read?
	Sentence Frames	For example, _____. I can infer that _____.	Because _____ and _____ I can infer that _____.	This story is about _____ who ___. The inference I can make about _____ is that _____.
RL.4.1* Ask and answer questions to demonstrate understanding of the text using character quotes and/or a series of actions and events as a basis for the answers.	**Prompt**	What questions can you ask to better understand why/how (character name) _____?	What questions can you ask to better understand why/how (character name) did/felt___?	What questions can you ask to better understand why/how (character name) did/felt___?
	Sentence Frames	Why/how did [character name] _____?	I wonder why/how [character name] did /felt___.	I wonder why/how (character name) did/felt___. The answer is ___. I know because (character name) said ___.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**Prompt**	What is the theme of the _____? What are the most important details?	What are the most important details in the (story/drama/poem)? What is the theme of the (story/drama/poem)?	Summarize the text. How do the details support the theme of the (story/drama/poem)?
	Sentence Frames	The theme is _____. One detail is _____. Another detail is _____.	The most important details in the (story/drama/poem) are _____. The theme of the (story/drama/poem) is _____.	(Student summaries will vary.) The details support the theme by _____.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**Prompt**	Describe the character _____. Describe the setting. Describe what happened when _____.	Who is/are the character(s) in the (story/drama)? What is/are the (character(s)/setting) like?	What are the character(s) in this story/drama like? What details help you determine know this?
	Sentence Frames	(Character name) is _____. He/she is also _____. He/she has _____. He/she _____.	The character(s) in the (story/drama) is/are _____. He/she/they is/are _____.	The character(s) ____ is/are _____. I know this because _____.
	Prompt	Where does the story/drama take place?	What is the setting? What is it like?	What is/are the setting like? What details help you determine what the setting is like?
	Sentence Frames	The story/drama takes place in a _____. It is_____. It has _____.	The story/drama takes place in _____. The setting is _____.	The setting _____ is _____. The details that tell me this are _____.
RL.4.3* Determine the challenging major events in the story and describe how characters respond/contribute or how these events progress the plot line.	**Prompt**	What challenge did _____ face?	What challenge did (character name) face?	What challenge did (character name) face? How did he/she respond?
	Sentence Frames	One challenge was _____. First he/she _____. Then he/she _____. Finally, _____.	First he/she _____ but _____ Then he/she _____ but _____. Finally, _____.	One challenge was ___. ___ responded by ___.
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	**Prompt**	What does _____ mean? Does it refer to _____ or _____ (character) from the myth of _____?	What is the meaning of the word/phrase _____? How is the word/phrase _____ used in the story? What mythical character does it refer to?	How is the (word/phrase) _____ used in the story? Does this (word/phrase) refer to a character from mythology?
	Sentence Frames	The word/phrase _____ means _____. It refers to _____.	The meaning of the word/phrase _____ is _____. In the story, it is used to _____. It refers to the character _____.	The (word/phrase) _____ is used _____. Yes, it refers to ___./No, it does not refer to a character from mythology.
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**Prompt**	Is this text a poem, a drama, or a story?	Is this text a poem, a drama, or a story? How do you know?	How do you know that this text is a (poem/drama/story)? What features does a poem/drama/story have?
	Sentence Frames	This text is a (story/poem/drama.) It has _____.	This text is a (story/poem/drama.) I can tell because _____.	I can tell that this text is a (story/poem/drama) because it _____. (Stories/poems/dramas) usually have _____.

Literature		Beginning	Intermediate	Advanced
RL.4.5* Identify how the author describes characters, sets up major events across the story and uses events to establish the overall plot.	Prompt	Why does the author use the literary device ____?	What device does the author use to (set up/introduce/establish) the ____?	How does the author (set up/introduce/establish) the overall plot?
	Sentence Frames	The author uses ____ to (set up/introduce/establish the plot.)	The author uses ____ to (set up/introduce/establish) the ____.	The author uses ____ to ____.
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Prompt	Does the story ____ have a first-person narrator or third-person narrator? How do you know?	Who is telling the story ____? Who is telling the story ____? Are these stories told by first- or third-person narrators?	How is the point of view different in each story?
	Sentence Frames	The story ____ has a ____ narrator. I know because ____.	The character telling the story describes the (other characters/the setting/events). These stories are told by ____.	The point of view in ___ is ___. The point of view in ___ is ___. They are different because ____.
RL.4.6* Describe how the point of view of the story's narrator impacts the telling of the story (e.g. establishes understanding of one point of view over others) and the effect it has on the reader.	Prompt	Is the story told in first person point of view or third person point of view?	What is the narrator's (point of view/opinion)?	How is the narrator's point of view different from yours? What effect does this have on you as a reader?
	Sentence Frames	The story is told in the ____ point of view.	The narrator's (point of view / opinion) is that ____.	The narrator's point of view is that ____. This is (different/similar) to my own. This impacts how I read the story because ___.
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Prompt	What (picture/direction) in the (story/drama) helps you understand ___?	How do the (pictures/directions) relate to the descriptions in the (story/drama)?	How does the (picture/description/direction) help you better understand what is happening in the (story/drama)?
	Sentence Frames	___ helps me understand ____.	The ___ shows/describes ____.	The (picture/description/direction) helps me understand ____.
RL.4.8 (Not applicable to literature)				
RL.4.9/RL.4.9* Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. *Compare and contrast the treatment of similar themes, topics, characters or plots of two or more stories.	Prompt	How is the (topic/theme) the same in both texts?	How are the (topics/themes/patterns) in the two stories the same? How are they different?	Compare and contrast ____. What do they have in common? What are the differences?
	Sentence Frames	The (topic/theme) is both texts ____.	They are different because ____. They are similar because they are both ____.	The (topics/themes/patterns) are similar in both texts in that ____. The differences between ____ and ____ are ____.
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	Teacher Prompt	Do you agree that ____?	Do you agree that ____? Why or why not?	Do you agree ____? What are your reasons for thinking ____?
	Answer	Yes, I agree. No, I don't agree. Also, ____.	Yes, I agree that ____ because ____. No, I don't agree. I don't agree because ____. I'd like to add on to that ____. I'd like to build on what ____ said.	Yes, I agree that ____ because ____. No, I don't agree that ____ because ____. Even though I agree that ____, I also think that ____.