

# Language Functions Tool

Co-created with Confianza Partner School, the American International School of Bucharest, Romania to support academic language in every classroom.



This is not an exhaustive list of language functions used in classrooms. Teachers can use this tool to guide your own language goals!

Language Function	Graphic Organizer	Possible Questions	Key Signal Words	Sentence Frames
<p><b>Analyze</b></p> <p>Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.</p>		<p>How is/are they related?</p> <p>Why is ____ important?</p> <p>Are they common traits?</p> <p>What caused ____ to happen?</p> <p>What results/ consequences might ____ create?</p>	<p><b>Helping words:</b> Because, supports, important, in fact, for example, specifically, connected to, in common, contrasting with</p>	<p>__ supports the idea that __ because __.</p> <p>____ is <b>important</b>, because ____.</p> <p>Some <b>important factors to consider</b> are ____, ____, and ____.</p> <p>____ can be broken-down into <b>several parts</b>.</p> <p>____ <b>consists of</b> various ____, such as __</p>
<p><b>Causality (Cause and Effect) -</b></p> <p>Causality is the relationship between cause and effect and the internal and external factors that influence this relationship.</p>		<p>What happened? (Cause)</p> <p>Why did it happen? (Effect)</p> <p>What are the important factors that cause this effect?</p>	<p><b>AAAWWUBBIS</b> After, Although, As When, While, Until Because, Before, If, Since</p> <p><b>Helping words:</b> as a result of consequence of consequently due to lead to resulted in</p>	<p>____ (Effect) <b>because</b> ____ (Cause)</p> <p><b>One effect of</b> ____ is that ____.</p> <p><b>Since</b> ____ (cause), ____ (effect)</p> <p>The <b>main reason</b> ____ happens(ed) is that ____.</p> <p>____ <b>leads to</b> ____.</p> <p>A <b>major consequence</b> of ____ is ____.</p> <p>____, resulting in ____.</p>
<p><b>Compare and Contrast-</b></p> <p>Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.</p>		<p>What is being compared and contrasted?</p> <p>How are things alike or similar?</p> <p>How are things not alike?</p> <p>How are they different?</p> <p>Why are they similar/different?</p>	<p>Comparatives (-er, more) Superlatives (-est, most)</p> <p><b>Helping words:</b> but, however, yet, similarly whereas, in common, alike, on the other hand, as opposed to, a distinction between, share the same, compared to, In contrast, contrary, although, while</p>	<p>____ and ____ are <b>alike</b> because they <b>both</b> ____.</p> <p>The two <b>differ</b> because one ____, <b>while</b> the other ____.</p> <p>The two are <b>similar in that</b> ____.</p> <p>They have ____ <b>in common</b> ____, while <b>in contrast</b> ____.</p> <p>At first glance, ____ and ____ may seem similar; <b>however</b>, ____.</p> <p>On the one hand, we have _____. <b>On the other hand</b>, we have _____.</p>
<p><b>Describe</b></p> <p>Give a detailed account or picture of a situation, event, pattern or process.</p>		<p>What is being described?</p> <p>What are some of its characteristics?</p> <p>What does it do?</p> <p>What is it like?</p> <p>When did it happen?</p>	<p>Adjectives Prepositional phrases</p> <p><b>Helping words:</b> First, For example, For instance, Another, Also, In addition</p>	<p>X is/was ____, ____, and ____.</p> <p>The main <b>characteristics</b> of ____ are ____.</p> <p>____ is a <b>kind of</b> ____ that ____.</p> <p>Some notable <b>traits</b> are ____.</p> <p>This X <b>can best be described</b> as/by ____.</p>

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<p><b>Discuss -</b> Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.</p>		<p>(All of the above in Analyze and...)</p> <p>How would you evaluate ___?</p> <p>How could you determine ___?</p> <p>What results/ consequences might ___ create for different groups?</p>	<p><b>Helping words:</b> Considering, supported by, in conclusion, connected to, in common, contrasting with, another point of view, on the other hand, another perspective,</p>	<p><b>One</b> point of view is __. <b>Another</b> perspective is __.</p> <p><b>Some</b> believe __, <b>while others</b> argue __.</p> <p><b>While</b> __ positively impacts __, it can <b>also</b> have a negative impact on __, because __.</p> <p><b>Although</b> __ is true, another important consideration is __.</p> <p><b>Considering these arguments</b>, we can conclude that __.</p>
<p><b>Evaluate</b> Make an appraisal by weighing up the strengths and limitations.</p>		<p>How does this impact ___?</p> <p>How or why is this significant, valuable, or useful?</p> <p>In what ways is it not?</p> <p>What are the strengths and limitations?</p>	<p>Comparatives (-er, more) Superlatives (-est, most)</p> <p><b>Helping words:</b> important, significant, priority, in fact, most importantly, for instance, for example, specifically</p>	<p>The <b>strengths</b> of __ are _____.</p> <p>The <b>limitations</b> of _____ are _____.</p> <p>For example, _____ <b>shows</b> that _____.</p> <p>Although __ is <b>important</b>, <b>we must also consider</b> _____ because ____.</p> <p><b>Considering the evidence</b>, _____ is the strongest/most effective/best...</p>
<p><b>Explain</b> Give a detailed account including reasons or causes.</p>		<p>How does it work?</p> <p>Why does it work?</p> <p>Why and How?</p> <p>What are your main reasons?</p>	<p>Cause/Effect language, PEE paragraphs</p> <p><b>Helping words:</b> in fact, reasons are, because, due to, as a result, this makes, causes, for example</p>	<p>One <b>reason</b> is __. Another reason is __</p> <p>There are <b>various reasons why</b> __. <b>For example</b>,</p> <p>This phenomenon <b>occurs due to</b> ____.</p> <p>_____ is <b>the result of a process in which</b> _____.</p>
<p><b>Identify</b> Answer from options. Recognize and state briefly a notable fact or feature.</p>		<p>Who? What? When? Where? etc.</p>	<p>Declarative sentences Subject- Verb Agreement Simple sentences</p>	<p>One ____ is ____.</p> <p>(Just give the answer!)</p> <p>(Use part of the question in your sentence.)</p>

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<p><b>Justify</b> Give valid reasons or evidence to support an answer or conclusion.</p>		<p>Why? What support do you have? Who is that support from? How can you prove your answer is correct? What reasons do you have for ___? What makes your conclusion more valid than other conclusion?</p>	<p>Cause/Effect language Exemplifying Hypothetical ideas PEE paragraphs</p> <p><b>Helping words:</b> according to, for example, in fact,</p> <p>most important, because, since, based upon</p> <p>therefore, a priority</p>	<p>___ is important <b>because</b> ____.</p> <p>The <b>main reason</b> this matters is ____. <b>For example</b>, ____.</p> <p>Evidence, <b>such as</b> ____, demonstrates__.</p> <p>This is a priority <b>due to the fact that</b> ____</p> <p>Research/Data <b>shows that</b> ____ is important because ____.</p> <p>I <b>arrived at this conclusion</b> because of these reasons: _____</p>
<p><b>Suggest</b> Offer a solution, hypothesis, or possible idea/answer</p>		<p>What should happen? Give advice Offer a way to... What is a solution? Propose a solution. How can we solve a problem?</p>	<p>Modal verbs</p> <p><b>Helping words:</b> Possibly, maybe, perhaps, what if, can, should, could, would, may, might, consider</p>	<p>I <b>think we should</b> ____.</p> <p>I <b>suggest</b> ____-ing ____.</p> <p>One <b>suggestion</b> is to _____.</p> <p>What if ____?</p> <p>Considering the ____, one <b>possibility</b> is ____.</p> <p>To address this issue, we <b>could</b> ____.</p> <p>Moving forward, an important consideration is ____, so I suggest ____.</p>
<p><b>Summarize</b> Pull out the general theme or major point(s).</p>		<p>What is the main idea? What details support this idea? What is being described? What are the major parts? What happens at each stage of the sequence, process, or cycle?</p>	<p>Factual language, simple verb tenses</p> <p><b>Helping words:</b> overall, in summary, first, second, then, in conclusion, emphasizes, concludes, indicates, primarily,</p>	<p><b>In this text</b>, the author argues <b>that</b>__</p> <p>The <b>key ideas</b> of this video are __ and __.</p> <p>First of all/To begin with _____. Then, _____. After that, _____.</p> <p>Finally/As a result of this/Now _____. <b>On the whole</b>, ____</p> <p><b>Basically</b>, he/she is saying that____.</p> <p><b>To sum up</b>, the evidence indicates ____.</p> <p>To support the main claim, the author provides evidence, such as ____, that suggests_____.</p>