

Standards-Based Speaking and Listening Sentence Frames

Educator Resource for Grades K-12

Purpose Statement

This resource provides sentence frames for the NCSCOS Speaking and Listening standards. The sentence frames can be sequenced in various ways depending on the purpose of instruction. These frames are not the only way students can discuss the topic. Teachers should adapt and/or add sentence frames to make this resource their own. It is our recommendation that the sentence frames be used as a tool to start academic conversations. Students should move from teacher support to engaging independently in conversations. The sentence frames are intended for instructional use by teachers when modeling speaking and listening strategies. Teachers may use these frames to provide scaffolding for students, as well as opportunities to be more independent in discussions and presentations - relying less on the sentence frames as students progress in their mastery of the standards. While the sentence frames may serve as formative assessments to drive instruction, they are not meant to be used for summative assessment.

NCDPI ELA Sentence Frames

Kindergarten Speaking and Listening Standards

Collaboration & Communication	
SL.K.1	Sentence Frames
Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions. b) Continue a conversation through multiple exchanges.	• I participated in the group discussion by... • I heard you say... • I think...
SL.K.2	Sentence Frames
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	• I think ... is confusing. • I learned... • I wonder...
SL.K.3	Sentence Frames
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	• I do not understand... • I need more information about... • ... was important because...
Presentation of Knowledge & Ideas	
SL.K.4	Sentence Frames
Speak audibly and express thoughts, feelings, and ideas clearly.	• I am using a voice that is... • I am sharing about... • I feel... • I think...
SL.K.5	Sentence Frames

Add drawings or other visual displays to descriptions as desired to provide additional detail.	• I drew ... to help someone understand... • I added ... to my writing. • I drew ... because...
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NCDPI ELA Sentence Frames

Grade 1 Speaking and Listening Standards

Collaboration & Communication	
SL.1.1	Sentence Frames
Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions. b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c) Ask questions to clear up any confusion about the topics and texts under discussion.	• I participated in the conversation by... • I heard you say... • I think... • I do not understand... • I did not understand when you said...
SL.1.2	Sentence Frames
Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• The most important details were... • I did not understand... • I wonder...
SL.1.3	Sentence Frames
Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	• I thought ... was confusing because... • I learned that... • I want to know... • I wonder...
Presentation of Knowledge & Ideas	
SL.1.4	Sentence Frames
Produce complete sentences to describe people, places, things, and events with	• I am telling you about... • The most important details are... • I used sentences that were...

relevant details, expressing ideas and feelings clearly.	
SL.1.5	Sentence Frames
Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	• I drew ____ so that people can understand... • I added ... to my drawing. • I added ... to my drawing because... • I felt ... so I drew...

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Grade 2 Speaking and Listening Standards

Collaboration & Communication	
SL.2.1	Sentence Frames
Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a) Follow agreed-upon rules for discussions. b) Build on others' talk in conversations by linking their comments to the remarks of others. c) Ask for clarification and further explanation as needed about the topics and texts under discussion.	• I participated in the conversation by... • I heard what you said, and I think.... • I heard you say... • I wonder... • I did not understand when you said... • I did not understand... (<i>in the text</i>)
SL.2.2	Sentence Frames
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	• The most important details are... • I know these details are important because... • Tell me more about...
SL.2.3	Sentence Frames
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	• I thought ... was confusing. • I learned... • I want to know more about... • I wonder...
Presentation of Knowledge & Ideas	
SL.2.4	Sentence Frames
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.	• I am telling you about... • A few important facts/details are... • My sentences were...

SL.2.5	Sentence Frames
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	• I drew ... so that people would understand... • I added these details to my drawing because... • I felt ... so I drew...

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Grade 3 Speaking and Listening Standards

Collaboration & Communication	
SL.3.1	Sentence Frames (student)
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. - Follow agreed-upon rules for discussions. - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. - Explain their own ideas and understanding in light of the discussion.	- I contributed to the conversation by... - According to what I read or studied, I learned that.... - What are your thoughts and ideas on...? - I think I heard you say... - What did you mean when you said that...? - Tell me/us more about... - That reminds me of... - I am wondering about ... - From my view, I am thinking that... - After the discussion, I learned ...
SL.3.2	Sentence Frames
Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	- I think the main ideas are ... because... - In my own words, ... is what happens in the video. - This picture reveals ... about... - What I saw or heard about ... was...
SL.3.3	Sentence Frames
Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	- The speaker is speaking on the topic of ... - I think the speaker's main message is ... because... - After listening to the speaker, a question I have is... - I agree/disagree with what the speaker is saying ... because...

	Based on what I heard, I conclude that...
Presentation of Knowledge & Ideas	
SL.3.4	Sentence Frames
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.	- The topic I am speaking about is... - I chose to tell a story or recount an experience by including... - I think the organization I have chosen for my speech is the most effective because.... - I think the descriptive words I have chosen helped listeners to follow my thinking because... - The pacing I used that was the most understandable to the reader was ... because... - The most effective approach for my speech/story was ... because...
SL.3.5	Sentence Frames
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	- My audio presentation engages the audience by.... - I am reading at an understandable pace by.... - Visuals I use will enhance what I am saying by....

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Grade 4 Speaking and Listening Standards

Collaboration & Communication	
SL.4.1	Sentence Frames
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. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b) Follow agreed-upon rules for discussions and carry out assigned roles. c) Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others. d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	• According to what I read or studied, I learned that... • My thoughts are ... on... • Am I saying your thoughts or ideas correctly? • What did you mean when you said that...? • Tell me more about... • That reminds me of... • I am wondering about ... • I agree with ..., however..., in my opinion... • I disagree with ... because... • From my view, I am thinking that... • I would like to add what ... said about... • I need more information on... • After the discussion, I learned...
SL.4.2	Sentence Frames
Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.	• In my own words, this text or discussion is mostly about... • The video is about... • After listening to the audio recording, I think it is mostly about...
SL.4.3	Sentence Frames
Identify the reasons and evidence a speaker provides to support particular points.	• The speaker is speaking on the topic of ... • I think the points the speaker is making are... • The speaker provided ... to support ... • I agree/disagree with what the speaker is saying about ... because... • Based on what I heard, I conclude that...

Presentation of Knowledge & Ideas	
SL.4.4	Sentence Frames
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.	• The topic I am reporting on or speaking about is... • I think the details the reader needs to know are... • I chose to organize my information ... because... • The most effective approach for my report/story is ... because... • My presentation is appropriate to the audience because...
SL.4.5	Sentence Frames
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	• The main ideas and themes of my presentation are... • I plan to use ... (<i>sound or video clips</i>) ... to enhance the main ideas in my presentation because.... • I plan to use ... (<i>an image or an illustration</i>) ... to enhance the main ideas in my presentation because...

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Grade 5 Speaking and Listening Standards

Collaboration & Communication	
SL.5.1	Sentence Frames
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. - Follow agreed-upon rules for discussions and carry out assigned roles. - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	- According to what I read or studied, I learned that.... - My thoughts are ... on... - Am I saying your thoughts or ideas correctly? - What did you mean when you said that...? - Tell me more about... - That reminds me of... - I am wondering about ... - I agree with ..., however..., in my opinion... - I disagree with ... because... - From my view, I am thinking that... - I would like to add to what ... said about... - I need more information on... - After the discussion, I learned...
SL.5.2	Sentence Frames
Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	- After listening or viewing information about ... (<i>a topic</i>), this information is mostly about... - The author is trying to convey... - The ideas and details I would like to share are ... - In my opinion, the information is relevant because... - Using my own words, a summary of the topic is...
SL.5.3	Sentence Frames
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	- The main points the speaker is making are... - The speaker provided ... to support the claim that... - To summarize, the speaker claims...

Presentation of Knowledge & Ideas	
SL.5.4	Sentence Frames
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks.	• The topic I am reporting on is ... • The main ideas I want to include are... • Facts and descriptive details that support my main ideas are... • My opinion on this topic is... • The evidence I am using to support my opinion is... • I chose to organize my information ... because... • The most effective approach for my report/story is ... because... • My presentation is appropriate to the audience I am presenting to because...
SL.5.5	Sentence Frames
Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	• The main ideas and themes of my presentation are... • I plan to use ... (<i>graphics, sound, video clips</i>) ... to enhance the main ideas in my presentation because... • I plan to use ... (<i>an image or an illustration</i>) ____ to enhance the ideas in my presentation because...

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Grade 6 Speaking & Listening Standards

Collaboration & Communication	
SL.6.1	Sentence Frames
Engage Effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	• According to the reading... • In the text it states that... • That reminds me of what the author said about... • That is a good point, however to stay on topic... • Our deadline for this project is.... What do we need to get us started? • I say that because... • I agree with...because... • In addition, ... • However, the author states... • I disagree because... • I am not sure I understand... • I think this is about... • To summarize... • That idea is related to... • You and I have a similar perspective about... • I was surprised to learn... • We came to the conclusion that...
SL.6.2	Sentence Frames
Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.	• This information adds... • This format shows... • I am confused how this ... adds to the information.
SL.6.3	Sentence Frames
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reason and evidence from claims that are not.	• The speaker is arguing that... • The author's ... (<i>first, second, third, etc.</i>) claim supports the argument by... • The claim about ... is not supported by reason because... • The reason for this claim is...
SL.6.4	Sentence Frames
Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate	• To begin with... • To summarize... • This fact illustrates my point that...

main ideas or themes; adapt speech to a variety of contexts and tasks.	• To further expand on this theme... • I found that...
SL.6.5	Sentence Frames
Include multimedia components and visual displays in presentations to clarify information.	• Please draw your attention to... • This image clearly shows that... • Listen carefully for... • As you view the following film, keep in mind...

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Grade 7 Speaking & Listening Standards

Collaboration & Communication	
SL.7.1	Sentence Frames
Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d) Acknowledge new information expressed by others and, when warranted, modify their own views.	• According to my research... • When studying ... I found that... • In the text it states... • ... explained to me that... • ... mentioned how... that makes me wonder... • I think ... statement about... is leading us in the right direction to determine... • If our end goal is..., then what ... said about... is right on track. • So, your opinion about the topic is that... • I hear you saying... • From your perspective, tell us more about... • I want to know more about... • Your comment about ...makes me realize...
SL.7.2	Sentence Frames
Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.	• The main idea of this selection is... • The main idea presented in this format adds to the meaning by... • The supporting detail for... found... tells me that... • This detail in the text helps me to understand...
SL.7.3	Sentence Frames
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	• The speaker is arguing that... • The author's ... (<i>first, second, third, etc.</i>) claim supports the argument by... • The evidence that... does not fully support the argument because... • This piece of evidence would fit better if...

	Based on the evidence in the text, I think the author's reasoning is...
Presentation of Knowledge & Ideas	
SL.7.4	Sentence Frames
Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.	- To begin with... - I found that... really supports my point that... - To fully illustrate my point... - To summarize... - As mentioned previously...
SL.7.5	Sentence Frames
Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	- To fully illustrate my point, please draw your attention to... - This image clearly depicts my findings that... - Listen carefully for...

NCDPI ELA Sentence Frames

Grade 8 Speaking & Listening Standards

Collaboration & Communication	
SL.8.1	Sentence Frames
Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	• According to my research... • When studying ..., I found that... • In the text it states... • ... explained to me that... • ... mentioned how... that makes me wonder... • I think ... statement about ... is leading us in the right direction to determine... • If our end goal is..., then what ... said about ... is right on track. • If we take what both of you said, then we can determine... • First let's ... that way we can show... • So, your opinion about the topic is that... • I think both of us might be saying the same thing, so let's think about how we can reword our thoughts to make our points clearer. • From your perspective, tell us more about... • I want to know more about... • Your comment about ...makes me realize... • So, what you are saying is...and when the author states... then... • In order to reach a common understanding...
SL.8.2	Sentence Frames
Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.	• This format helps me to understand... • This format makes...clearer because... • This uses...to enhance... • I think this format was used to... • By presenting the information in this way, it allows us to see... • I think they present the information in this format because...
SL.8.3	Sentence Frames
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of	• The speaker is arguing that... • The author's ... (<i>first, second, third, etc.</i>) claim supports the argument by...

the evidence, and identifying when irrelevant evidence is introduced.	• The evidence that ... does not fully support the argument because... • This piece of evidence would fit better if... • Based on the evidence in the text, I think the author's reasoning is...
Presentation of Knowledge & Ideas	
SL.8.4	Sentence Frames
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; adapt speech to a variety of contexts and tasks.	• I chose this detail in order to... • To fully illustrate my point... • To begin with... • As mentioned previously... • Furthermore, I included this evidence to... • In order to tie this information together...
SL.8.5	Sentence Frames
Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	• To fully illustrate my point, please draw your attention to... • This image clearly depicts my findings that... • Listen carefully for... • After careful consideration of... I found that... • As you see, this image represents... • The enhancement of....in this image creates a sense of... for the viewer.

NCDPI ELA Sentence Frames Grades 9-10 Speaking & Listening Standards

Collaboration & Communication	
SL.9-10.1	Sentence Frames
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b) Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed. c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	• Based on what I read and researched, I think... • I believe the evidence supports... • I think ... because the text/research says... What do you think? • ... from the text justifies my view and understanding of ... because... • What are your thoughts on...? • So, what you’re saying is... • I’m confused about... Can you reword your idea in a different way? • What evidence from the text supports the idea that...? • I see your point about ..., but the evidence seems to support... • I understand your idea of ..., but have you considered...? • I agree with you. Another example that supports this is... • I disagree with you about ... because... • You said ... and this made me think... • I originally thought ..., but after hearing ..., I now think...
SL.9-10.2	Sentence Frames
Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.	• The information from these sources can be connected by... • The source ... is/isn’t credible because... • The source’s motivation is... • By excluding ..., it may influence someone’s interpretation by... • ... is inaccurate because ... and may influence someone’s interpretation by... • These sources can be combined by ... to...

	These sources work well together by ... and could be used to...
SL.9-10.3	Sentence Frames
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	- The speaker justifies his/her point of view and reasoning by... (<i>examples of evidence and rhetoric</i>). - In my opinion, the speaker's point of view, reasoning, evidence, and rhetoric is ... because... - Based on the author's use of ... he/she is mistaken that ... because... - The author's use of ... contradicts with reality because...
Presentation of Knowledge & Ideas	
SL.9-10.4	Sentence Frames
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	- I chose to order my presentation by ... because... - The techniques of ... will allow listeners to follow my reasoning that ... because... - The ... (<i>organization, development, substance, style</i>) fits my purpose audience, and task because... - I can improve ... (<i>organization, development, substance, style</i>) to better fit my purpose, audience, and task by... ... (<i>Information, findings, supporting evidence</i>) clearly/logically supports ... by... - As I noted earlier, will come up again later on when... - Keep ... in mind when...
SL.9-10.5	Sentence Frames
Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	- I plan to use ... (<i>media</i>) because it enhances the understanding of ... (<i>findings, reasoning, and evidence</i>) by... - Using ... (<i>media</i>) will engage my audience by... ... (<i>Media</i>) may be a better option than ... (<i>Media</i>) in enhancing the understanding of ... because... - This ... (<i>media</i>) will add to your understanding of ... by...

	• To point this out further, ... will illustrate... • You'll notice that ... (<i>media</i>) supports ... (<i>findings reasoning, and evidence</i>) by... • As you view ... (<i>media</i>), think about how this connects/adds to...
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NCDPI ELA Sentence Frames

Grades 11-12 Speaking & Listening Standards

Collaboration & Communication	
SL.11-12.1	Sentence Frames
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	• Based on what I read and researched, I think... • I believe the evidence supports... • I think ... because the text/research says... What do you think? • ... from the text justifies my view and understanding of ... because... • What are your thoughts on...? • What was your reasoning behind....? • What evidence did you find to support the idea that...? • Is there additional evidence for...? • What brought you to this conclusion? • So, what you're saying is... • I'm confused about ... Can you reword your idea in a different way? • What evidence from the text supports the idea that...? • I see your point about ..., but the evidence seems to support... • I understand your idea of ..., but have you considered...? • I disagree with you about ... because... • Can we consider... • Does anyone else want to add to... • Does anyone else have another idea? • You said ... and this made me think... • If we were to take our contributions and make one statement, it would be... • What seems to be contradicting each other is... • I notice your comment is different from mine in that ... How can we come to a consensus? • I need additional information on... • I think we should consider...
SL.11-12.2	Sentence Frames
Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	• The information from these sources can be connected by... • ... (<i>sources</i>) integrate well together because... • Based on the information provided, the best decision/solution would be...

	• The source ... is/isn't credible because... • The source's motivation is... • By excluding ..., it may influence someone's interpretation by... • ... is inaccurate because ... and may influence someone's interpretation by... • These sources can be combined by ... to... • The best sources to integrate are ... because ... (<i>credibility and accuracy</i>). • These sources could be combined to... • These sources work well together by ... and could be used to... • The best sources to integrate are ... because... (<i>credibility and accuracy</i>). • The best place to integrate ... (<i>source</i>) would be ... because... • I noticed a difference between... • What doesn't seem to match up is...
SL.11-12.3	Sentence Frames
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	• The speaker justifies his/her point of view and reasoning by ... (<i>evidence and rhetoric</i>). • In my opinion, the speaker's point of view/, reasoning/, evidence/, and rhetoric is ... because... • In my opinion, the speaker's stance/, premises/, links among ideas/, word choice/, points of emphasis/ and tone is/are... • The speaker's ... (<i>stance, premises, links among ideas, word choice, points of emphasis, and tone</i>) could be improved by...
Presentation of Knowledge & Ideas	
SL.11-12.4	Sentence Frames
Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	• I chose to order my presentation by ... because... • The techniques of ... will allow listeners to follow my reasoning because... • I think my perspective on ... could be more clear and distinct by... • The ... (<i>organization, development, substance, style</i>) fits my purpose audience, and task because... • I can improve ... (<i>organization, development, substance, style</i>) to

	better fit my purpose audience, and task by... • If I were presenting to ... for the purpose of ..., I would... • To play devil's advocate... • On the other hand, ... • Others might argue... • To be clear, my perspective is ... and this is supported by ... • The ... (<i>organization, development, substance, style</i>) fits my purpose audience, and task because... • I can improve ... (<i>organization, development, substance, style</i>) to better fit my purpose audience, and task by... • ... (<i>information, findings, supporting evidence</i>) clearly/logically supports my point about ... because... • As you can see in ..., my perspective differs from ... in that... • As I noted earlier, ... • ... will come up again later on when... • Keep ... in mind when...
SL.11-12.5	Sentence Frames
Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	• I plan to use ... (<i>media</i>) because it enhances the understanding of (findings, reasoning, and evidence) by... • Using... (<i>media</i>) will engage my audience by... • ... (<i>media</i>) may be a better option than... (<i>media</i>) in enhancing the understanding of ... because... • This ... (<i>media</i>) will add to your understanding of ... by... • To point this out further, ... will illustrate... • You'll notice that ... (<i>media</i>) supports ... (<i>findings reasoning, and evidence</i>) by... • As you view ... (<i>media</i>), think about how this connects/adds to...