Name\_\_\_Example work\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_ ED 607

**Classification of Language Functions and Forms**

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| Grade Theme of the Language **Evaluating****Natural Disasters****5th grade**level: literacy unit: Function: |
| Examples of target Form from teaching materials or from a sample of student writing that can be given to a language learner.  |
| Beginning**Form:** simple sentence with noun specification(noun) (linking verb) (adjective) (noun)**Examples:**A tsunami has a large wave.Tsunamis can be dangerous.**Example sentence frame:**A \_\_\_\_\_\_\_\_\_ has \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_. | Intermediate**Form:** simple sentence with conjunctions within a noun phrase(noun) (conjunction) (noun) before or after a linking verb**Examples:**Both tornadoes and hurricanes have strong winds. A hurricane has both strong wind and rain.**Example sentence frame:**\_\_\_\_\_\_ and \_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_\_. | Advanced**Form:** compound or complex sentence with adverbial modificationadverb in an independent clause or adverbial clause**Examples:**Earthquakes are strong, but they don’t happen often.While earthquakes are strong, they don’t happen often.**Example sentence frame:**When \_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_, they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |