This reference document supports collaborative planning among educators of English learners (content area, ESL, special education, etc.). It provides information educators can use to design instruction that support students at different English proficiency levels in developing language for **ELABORATING.** The document is aligned to the [WIDA English Language Development Standards Framework, 2020 edition](https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf) (WIDA 2020 Edition) and connects to the [Proficiency Level Descriptors for English Language Proficiency Standards](http://prodev.elpa21.org/module3/module3/resources/BaileyandHeritage_ProficiencyLevelDescriptors.pdf) (Council of Chief State School Officers).

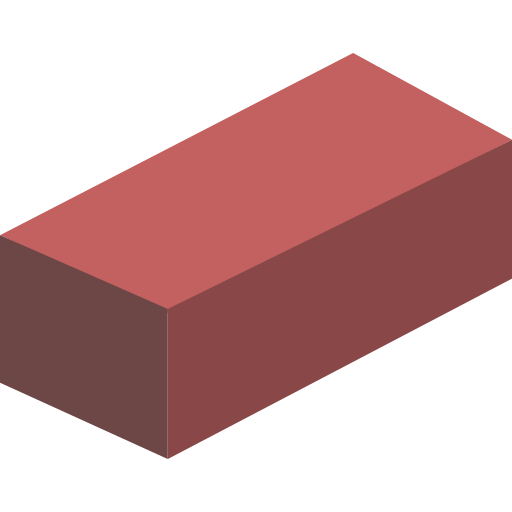
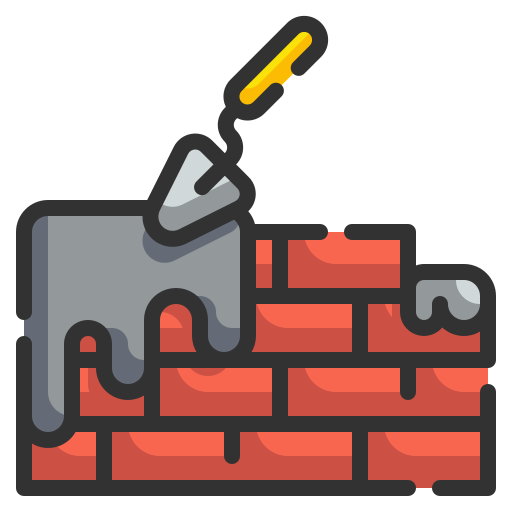
**Dimensions of Language Use**

* **Discourse:** organization (how ideas are organized to meet a purpose), cohesion (how language connects ideas within and across text), and density (how information in noun group is expanded or consolidated)
* **Sentence:** grammatical complexity of language
* **Word/Phrase:** precision of language

**Modes of Communication**

* **Interpretive** *(listening, reding, and viewing*
* **Expressive** *(speaking, writing and representing)*

*Source: WIDA ELD Standards Framework 2020 edition, Section 2; Icons from flaticon.com by* [*Freepik*](https://www.freepik.com/)*,* [*ultimatearm*](https://www.flaticon.com/authors/ultimatearm)*,* [*wanicon*](https://www.flaticon.com/free-icon/brick_2827337?term=brick&related_id=2827337), and [*Smashicons*](https://www.flaticon.com/authors/smashicons)



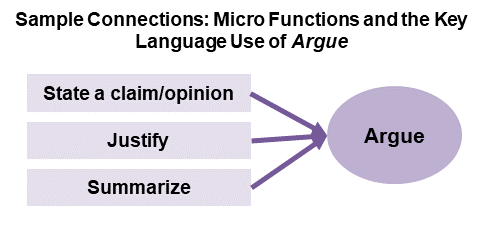
The tool includes three main components:

1. A brief definition of micro functions and the specific one featured in this document
2. Tasks and words associated with it
3. Expectations for students across English language proficiency levels, and
4. Sample sentence frames and questions stems helpful for supporting students

As educators use this tool, they should keep in mind the following:

* **Language development is fluid and dynamic.** In practice this means “Students may demonstrate a range of abilities within and across each ELP level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. At any given point along their trajectories of English learning, ELLs may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level…Since, by definition, ELL status is a temporary status, an ELP level does not categorize a student (e.g., ‘a Level 1 student’), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., ‘a student at Level 1’ or ‘a student whose listening performance is at Level 1’).”[[1]](#footnote-1)
* **Language development goals, and grade or age-appropriate expectations** should be considered in tandem with complexity progression of sentence frames and question exemplars below.
* **Descriptions of expectations are organized** based on the WIDA 2020 edition **dimensions of language use** (discourse, sentence, and word/phrase), **modes of communication** (interpretive and expressive), and **Proficiency Level Descriptors**. This means expectations for each level incorporate descriptors for that level as well as preceding levels (Level 3 descriptor includes items described in Levels 1 and 2).
* **This resource provides general guidelines**. It showcases some content area specific examples, but it is not exhaustive. When using the sample progressions, consider how the micro function appears in different content areas. Be sure to:
  + Consult the WIDA 2020 edition Proficiency Level Descriptors for each grade level cluster, and
  + Look at texts and resources students will be engaging with during a lesson and/or unit when trying to figure out how students will be expected to use language during instruction and what discipline specific language to explicitly teach. It is important to note that these sample progressions are not a check list but rather a starting point and that the specific functions and features explicitly taught, practiced, and assessed in the unit should be grounded in discipline specific texts.

**MICRO FUNCTION: ELABORATING**

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**DEFINING MICRO FUNCTIONS:** Key Language Uses describe broad ways students use language to communicate across genre families, such as Arguing, Narrating, Informing, and Explaining. Because these genre families refer to complex ways of using language, the micro functions represent ways of using language for more specific or “smaller” purposes. Micro functions can help teachers unpack or break down the components of language needed to accomplish more complex language purposes such as Key Language Uses. This in turn helps teachers clearly outline the different ways they expect students to use language and make choices about what to teach and in what order to help students grow in their ability to use language for multiple purposes.

1. **DEFINING ELABORATE: Interpret and express ELABORATION by developing or presenting an idea/theory/opinion in detail.**
2. **ASSOCIATED TASKS:** *report, clarify, develop, explain, extend, expand, expand upon, add details to, enhance, describe, respond, specify, delineate, embellish, clarify the meaning of, flesh out, list, recount in detail, retell in detail, make a case for or against, illustrate, recognize, show, point out, relate, categorize, combine, document, support, test, validate, verify, refer, include, give/support your point of view,* etc.
3. **ASSOCIATED WORDS:** *because of, clearly, descriptive, detail, due to, evidence, explicit, for this reason, furthermore, moreover, refer to, through,* etc.
4. **EXPECTATIONS for ELABORATING:** towards the end of each **language proficiency level** *(non-prescriptive; when participating in grade-level appropriately scaffolded classroom activities; the word* ***TEXT as used below*** *describes spoken, written and multimodal texts):*

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| **Kindergarten** | **End of Level 1** | **End of Level 2** | **End of Level 3** | **End of Level 4** | **End of Level 5[[2]](#footnote-2)** |
| **Can interpret texts that elaborate about familiar contexts and topics:**   * a few words, pictures, phrases, and chunks of language * connections between ideas through patterned language with repetitive words & phrases * elaboration of condensing of ideas using single-noun labels   **Can elaborate using:**   * single words, phrases, or chunks of language related to a topic * limited elaboration (single words) * words, pictures, and phrases * frequently reoccurring words & phrases | **Can interpret texts that elaborate about familiar contexts and topics:**   * with repetition, rhyming, common/repeated language patterns, and chunks of language * by connecting ideas through patterned language/repetitive words and phrases * by elaborating or condensing ideas through frequently used single noun groups   **Can elaborate using:**   * phrases or short sentences * emerging use of cohesive devices * simple elaboration * words, pictures, phrases and chunks of language * emerging use of words & phrases with attempted precision | **Can interpret texts that elaborate about familiar:**   * with repetition, rhyming, and other language patterns * with short sentences and chunks of language * by connecting ideas with repetitive words and phrases * by elaborating or condensing ideas through frequently used multi-word noun groups   **Can elaborate using:**   * short sentences * a few frequently used cohesive devices * simple types of elaboration * sentence fragments * few frequently used words & phrases with emerging precision | **Can interpret texts that elaborate for a specific purpose:**   * with multiple related simple sentences and situation-specific words and phrases * by connecting ideas with frequently used cohesive devices * by elaborating or condensing ideas through frequently used multi-word noun groups with connectors   **Can elaborate using:**   * short, simple sentences and emerging organizational patterns * some frequently used cohesive devices * a few types of elaboration * some frequently used words & phrases with some precision | **Can interpret texts that elaborate for a specific purpose:**   * with a series of extended, related simple sentences * and an increasing number of words & phrases * by connecting ideas with a few different types of cohesive devices * by elaborating or condensing ideas with expanded noun groups with classifiers   **Can elaborate using:**   * simple sentences linked together with some formulaic cohesive devices * some types of elaboration * a small repertoire of words & phrases with developing precision |

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| **Grade 1** | **End of Level 1** | **End of Level 2** | **End of Level 3** | **End of Level 4** | **End of Level 5** |
| **Can interpret texts that elaborate about familiar contexts and topics:**   * with repetition, rhyming and common language patterns * by connecting ideas through patterned language with repetitive words phrases * by elaborating or condensing ideas with frequently used single noun groups * with repeated words and phrases   **Can elaborate using:**   * single words, phrases, and chunks of language * patterned language with repetitive phrases and sentences or * limited elaboration (single words) * emerging use of words & phrases with attempted precision | **Can interpret texts that elaborate about familiar contexts and topics:**   * with repetition, rhyming, common/repeated language patterns, and chunks of language * by connecting ideas with repetitive chunks of meaning * by elaborating or condensing ideas with frequently used multi-word noun groups * with frequently used words and phrases   **Can elaborate using:**   * phrases or short sentences, and sentence fragments * few frequently used cohesive devices * simple elaboration * few frequently used words & phrases with emerging precision | **Can interpret situation-specific texts that elaborate:**   * with multiple, related simple sentences with repetition, * by connecting ideas with some frequently used cohesive devices * by elaborating or condensing ideas using multi-word noun groups with connectors * with situation-specific words & phrases   **Can elaborate using:**   * short sentences linked together * some frequently used cohesive devices * a few types of elaboration * sentence fragments and emerging use of simple sentences * some frequently used words & phrases with some precision | **Can interpret texts that elaborate for a purpose:**   * with a series of extended, related sentences and an increasing number of words & phrases * by connecting ideas with a few different types of cohesive devices * by elaborating or condensing ideas using expanded noun groups with classifiers   **Can elaborate using:**   * an emerging organizational pattern * some formulaic cohesive devices * some types of elaboration * simple sentences * a small repertoire of words & phrases with developing precision | **Can interpret texts that elaborate for a purpose:**   * with a series of extended, related simple sentences * and an increasing number of words & phrases * by connecting ideas with a few different types of cohesive devices * by elaborating or condensing ideas with expanded noun groups with prepositional phrases   **Can elaborate using:**   * simple sentences linked with some formulaic cohesive devices * some types of elaboration * a small repertoire of words & phrases with developing precision |

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| **Grades 2 & 3** | **End of Level 1** | **End of Level 2** | **End of Level 3** | **End of Level 4** | **End of Level 5** |
| **Can interpret texts that elaborate about general topics:**   * with short sentences and chunks of language * by connecting ideas through repetitive chunks of meaning across text * by elaborating or condensing ideas with frequently used multi-word noun groups * with frequently used words & phrases in familiar contexts and topics   **Can elaborate using:**   * single words & phrases * frequently used cohesive devices * simple elaboration (single nouns) * few frequently used words & phrases with emerging precision | **Can interpret texts that elaborate about specific topics:**   * with multiple related simple sentences * by connecting ideas with frequently used cohesive devices * by elaborating or condensing ideas using multi-word noun groups with connectors * with situation-specific words & phrases   **Can elaborate using:**   * short sentences linked by topic, sentence fragments and emerging use of simple sentences * some frequently used cohesive devices * a few types of elaboration * some frequently used words & phrases with some precision | **Can interpret texts that elaborate for a purpose:**   * with a series of extended and related simple sentences * by connecting ideas with a few different types of cohesive devices * by elaborating or condensing ideas using expanded noun groups with classifiers * with an increasing number of words & phrases   **Can elaborate using:**   * sentences with emerging organization * some formulaic cohesive devices * some types of elaboration * simple sentences * a small repertoire of words & phrases with developing precision | **Can interpret texts that elaborate for a purpose:**   * with multiple related simple sentences in a short text * by connecting ideas with multiple cohesive devices * by elaborating or condensing ideas using expanded noun groups with prepositional phrases * with a growing number of words & phrases in a variety of contexts   **Can elaborate using:**   * a predictable organizational pattern * a growing number of cohesive devices * a growing number of types of elaboration * sentences with emerging use of clauses * a growing repertoire of words & phrases with growing precision | **Can interpret texts that elaborate for a purpose:**   * with generic organizational patterns in texts * by connecting ideas with a variety of cohesive devices that connect larger meaningful chunks of text * by elaborating or condensing ideas using expanded noun groups and embedded clauses * with an expanding number of words & phrases including idioms & collocations   **Can elaborate using:**   * expanding text with generic organizational patterns across paragraphs * an expanding number of cohesive devices * a variety of types of elaboration * simple or compound sentences with familiar ways of combining clauses * an expanding repertoire of words & phrases including idioms and collocations with expanding precision |

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| **Grades 4-5** | **End of Level 1** | **End of Level 2** | **End of Level 3** | **End of Level 4** | **End of Level 5** |
| **Can interpret texts that elaborate about specific topics:**   * with multiple related simple sentences * by connecting ideas through frequently used cohesive devices * by elaborating or condensing ideas with multi-word noun groups with connectors * with situation-specific words & phrases   **Can elaborate using:**   * sentence fragments and emerging use of simple sentences linked by topic and conveying an emerging sense of purpose * some frequently used cohesive devices * a few types of elaboration * some frequently used words & phrases with some precision | **Can interpret texts that elaborate about specific topics:**   * with a series of topic-related extended and related simple sentences * by connecting ideas with a few different types of cohesive devices * by elaborating or condensing ideas using expanded noun groups with classifiers * with an increasing number of words & phrases   **Can elaborate using:**   * short, simple sentences with emerging organization * some formulaic cohesive devices * some types of elaboration * a small repertoire of words & phrases with developing precision | **Can interpret texts that elaborate for a purpose:**   * with short, connected text composed of multiple, related simple sentences * by connecting ideas with multiple cohesive devices * by elaborating or condensing ideas through expanded noun groups with prepositional phrases * with a growing number of words & phrases in a variety of contexts   **Can elaborate using:**   * predictable organizational patterns * a growing number of cohesive devices * a growing number of types of elaboration * sentences with emerging use of clauses * a growing repertoire of words & phrases with growing precision | **Can interpret texts that elaborate for a purpose:**   * with generic organizational patterns and simple or compound sentences with familiar ways of combining clauses * by connecting ideas with a variety of cohesive devices that connect larger meaningful chunks of text * by elaborating or condensing ideas with expanded noun groups with embedded clauses * with an expanding number of words & phrases including idioms and collocations   **Can elaborate using:**   * generic organizational patterns across paragraphs with a variety of paragraph openers * an expanding variety of cohesive devices * a variety of types of elaboration * simple or compound sentences with familiar ways of combining clauses * an expanding repertoire of words & phrases, including idioms and collocations, with growing precision | **Can interpret texts that elaborate for a purpose:**   * with genre-specific organizational patterns and compound sentences with frequently used ways of combining clauses * by connecting ideas with a wide variety of cohesive devices that connect ideas, including substitution and ellipsis * by elaborating or condensing ideas with expanded noun groups with a variety of embedded clauses * with a variety of words and phrases such as adverbials, collocations, and abstract nouns   **Can elaborate using:**   * genre-specific organizational patterns * a flexible number of cohesive devices * a wide variety of types of elaboration * complex and compound sentences with frequently used ways of combining clauses * a flexible repertoire of words & phrases including adverbials, verb types, and abstract nouns, with consistent precision |

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| **Grades 6-8** | **End of Level 1** | **End of Level 2** | **End of Level 3** | **End of Level 4** | **End of Level 5** |
| **Can interpret texts that elaborate:**   * with a series of topic-related simple sentences * by connecting ideas through a few different types of cohesive devices frequently used cohesive devices * by elaborating or condensing ideas with expanded noun groups with classifiers * with an increasing number of words & phrases   **Can elaborate using:**   * simple sentences and emerging organization * some formulaic cohesive devices * some types of elaboration * a small repertoire of word and phrases with developing precision | **Can interpret texts that elaborate:**   * with connected text composed of multiple related simple sentences * by connecting ideas with multiple cohesive devices * by elaborating or condensing ideas using expanded noun groups with prepositional phrases * with a growing number of words & phrases in a variety of contexts   **Can elaborate using:**   * sentences with emerging use of clauses and predictable organization * a growing number of cohesive devices * a growing number of types of elaboration * a growing repertoire of words & phrases with growing precision | **Can interpret texts that elaborate:**   * with generic organizational patterns and simple or compound sentences with familiar ways of combining clauses * by connecting ideas with a variety of cohesive devices that connect larger meaningful chunks of text * by elaborating or condensing ideas through expanded noun groups with embedded clauses * with an expanding number of words & phrases including idioms and collocations   **Can elaborate using:**   * generic organizational patterns * an expanding number of cohesive devices * a variety of types of elaboration * sentences with emerging use of clauses * an expanding repertoire of words & phrases, including idioms and collocations, with expanding precision | **Can interpret texts that elaborate:**   * with genre-specific organizational patterns and compound sentences with frequently used ways of combining clauses * by connecting ideas with a wide variety of cohesive devices that connect ideas throughout text * by elaborating or condensing ideas with expanded noun groups with a variety of embedded clauses * with a variety of words & phrases such as adverbials, verb types, and abstract nouns   **Can elaborate using:**   * genre-specific organizational patterns with a variety of paragraph openers * a flexible number of cohesive devices * a wide variety of types of elaboration * compound sentences with frequently used ways of combining clauses * a flexible repertoire of words & phrases, such as adverbials verb types and abstract nouns, with consistent precision | **Can interpret texts that elaborate:**   * with genre-specific organizational patterns * by connecting ideas with cohesive devices and common strategies that connect ideas throughout text * by elaborating or condensing ideas with expanded noun groups with a wide variety of embedded clauses and compacted noun groups * compound and complex sentences with a variety of way of combining clauses addressing genre, audience, and content area * with a variety of words, phrases, and expressions with multiple meanings across content areas   **Can elaborate using:**   * genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text * a variety of cohesive devices used in genre- and discipline-specific ways * a flexible range of types of elaboration and some ways to condense ideas * compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area * a variety of words & phrases, including evaluation and obligation, with precision |

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| **Grades 9-12** | **End of Level 1** | **End of Level 2** | **End of Level 3** | **End of Level 4** | **End of Level 5** |
| **Can interpret texts that elaborate:**   * with a series of topic-related and connected simple sentences * by connecting ideas through multiple cohesive devices frequently used cohesive devices * by elaborating or condensing ideas with expanded noun groups with prepositional phrases * with a growing number of words & phrases in a variety of contexts | **Can interpret texts that elaborate:**   * with simple or compound sentences with familiar ways of combining clauses and generic organization * by connecting ideas with a variety of cohesive devices that connect larger meaningful chunks of text * by elaborating or condensing ideas using expanded noun groups with embedded clauses * with an expanding number of words & phrases including idioms and collocations | **Can interpret texts that elaborate:**   * with specific organization and compound sentences with frequently used ways of combining clauses * by connecting ideas with a wide variety of cohesive devices that connect ideas throughout a text * by elaborating or condensing ideas through expanded noun groups with embedded clauses * with a variety of words & phrases such as adverbials, verb types and abstract nouns | **Can interpret texts that elaborate:**   * with genre-specific organizational patterns that link ideas, events and reasons across text * compound and complex sentences with a variety of ways of combining clauses addressing genre, audience and content area * by connecting ideas with cohesive devices and common strategies that connect ideas throughout a text * by elaborating or condensing ideas with expanded noun groups with embedded clauses and compacted noun groups * with a wide variety of words, phases, and expressions with multiple meanings across content areas | **Can interpret texts that elaborate:**   * with genre- and discipline-specific organizational patterns * by connecting ideas with various types of cohesive devices and strategies that connect ideas throughout text * by elaborating or condensing ideas with a variety of noun groups expanded with pre- and post-modifiers * a wide variety of sentence types that show various increasingly complex relationships addressing genre, audience, and content area * with strategic use of various words, phrases, and expressions with shades of meanings across content areas |
| **Can elaborate using:**   * predictable organizational patterns * a growing number of cohesive devices * some types of elaboration * simple sentences with emerging use of clauses a growing repertoire of word and phrases with growing precision | **Can elaborate using:**   * generic organization with some paragraph openers * a flexible number of cohesive devices * a variety of types of elaboration * simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions * an expanding repertoire of words & phrases, such as idioms and collocations, with growing precision | **Can elaborate using:**   * genre-specific organizational patterns * a flexible number of cohesive devices * a variety of types of elaboration * compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas * a flexible repertoire of words & phrases, such as adverbials, verb types, ad abstract nouns, with consistent precision | **Can elaborate using:**   * genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text * a variety of cohesive devices used in genre- and discipline-specific ways * a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization * compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area * a variety of words & phrases, including evaluation and obligation, with precision | **Can elaborate using:**   * genre-specific organizational patterns with a wide range of ways to signal relationships throughout text * a wide variety of cohesive devices used in genre- and discipline-specific ways * a flexible range of types of elaboration and some ways to condense ideas * a wide variety of sentence types that show complex relationships through addressing genre, audience, and content area * a wide variety of words & phrases with precision, according to genre, purpose, and discipline |

1. **EXAMPLES of ELABORATE ACROSS CONTENT AREAS** *(from the WIDA ELD Standards Framework, 2020 edition)*:

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| **ELD Standard 2: Language for Language Arts**  **Grades 6-8** | **ELD Standard 2: Language for Language Arts**  **Grades 9-12** | **ELD Standard 1: Language for Social and Instructional Purposes**  **Grade Kindergarten** |
| *ELD-LA 6-8 Argue Expressive* Construct language arts arguments that   * Support claims with reasons and evidence that are clear, relevant, and credible through…   + **Connectors to elaborate an idea/interpretation** *(so, this means, therefore, leading one to believe, a way to think about this)*   *Source: WIDA 2020 Edition p. 150* | *ELD-LA 9-12 Argue Expressive* Construct language arts arguments that Develop story events through…   * Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through…   + **Connectors to elaborate an idea/interpretation** *(so, this means, therefore, leading one to believe, a way to think about this)*   *Source: WIDA 2020 Edition p. 189* | *ELD-SI.K-3.Argue*   * Clarify and elaborate ideas based on feedback through   + noun groups *(big, tall dinosaurs)*   *Source: WIDA 2020 Edition p. 67 and 80* |

1. **SENTENCE FRAME and QUESTION STEM EXAMPLES** *(typical* *patterns from more to less complex; non-prescriptive):*

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| **Sentence Frames** | | **Question Stems** |
| • Frequently associated with \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_ is understood as  \_\_\_\_\_\_\_\_\_\_\_.  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is widely acknowledged as \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_.  • In lieu of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the evidence supports…  • On the other hand/On the contrary, \_\_\_\_\_\_\_\_\_\_\_\_\_.  • Then again, I think that \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • \_\_\_\_\_\_ can be justified by \_\_\_\_\_\_\_\_\_\_\_\_.  • The \_\_\_\_\_\_\_\_\_\_\_\_ can be further described as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • More precisely, \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • \_\_\_\_\_\_\_\_\_\_\_\_\_; consequently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • \_\_\_\_\_\_\_; thus, we can see that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • In my opinion, \_\_\_ should \_\_\_\_ because \_\_\_\_.  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_; therefore \_\_\_\_\_\_\_\_.  • Because of \_\_\_\_\_\_\_\_\_\_\_\_\_, the \_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_.  • Moreover, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • Furthermore, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • Going off \_\_\_\_\_\_\_\_\_\_’s point, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • I want to expand upon your point about…  • To expand upon my earlier point\_\_\_\_\_\_.  • X, which is perhaps the key fact, is the main reason why \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • On top of it all, the compelling evidence to support this… | • One of the integral factors would have been \_\_\_\_\_\_\_\_\_\_\_.  • One of the most important reasons was \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • The primary reason for X is \_\_\_\_\_.  For this reason, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • Not only do I think \_\_\_\_\_\_\_\_\_ but I also think\_\_\_\_\_\_\_  • I would like to add to that \_\_\_\_\_\_\_\_\_\_\_\_  • I would add that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • A point often overlooked is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • In other words, \_\_\_\_\_\_\_\_\_\_\_\_\_.  • Let me give you some other reasons: \_\_\_\_\_\_\_\_\_\_\_.  • I think it means that \_\_\_\_\_\_\_\_\_\_\_\_.  • \_\_\_\_\_ happened because of \_\_\_\_\_\_\_.  • \_\_\_\_\_\_\_\_ occurred because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is important because \_\_\_\_\_\_\_\_\_.  • I agree/disagree because \_\_\_\_ and \_\_\_\_.  • I agree/disagree because \_\_\_\_.  • It reminded me of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.  • I liked it because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • I think \_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  • I believe \_\_\_ and I believe \_\_\_\_\_.  • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_.  • I believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_. | • How did you get to that answer \_\_\_\_?  • Why did you write/say\_\_\_\_\_\_\_\_\_\_\_?  • Have you also considered \_\_\_\_\_\_\_\_\_?  • What do you think about \_\_\_\_\_\_\_\_\_? Why?  • Can you tell me more about \_\_\_\_\_\_\_?  • Try telling me more about \_\_\_\_\_\_\_\_\_\_\_\_.  • What do you mean by \_\_\_\_\_\_\_\_\_\_\_\_?  •What makes you think \_\_\_\_\_\_\_\_\_\_? |

1. Shafer Willner, L. (2013). Proficiency level descriptors for English Language Proficiency Standards. Council of Chief State School Officers. [↑](#footnote-ref-1)
2. WIDA ELD Standards Framework, 2020 edition designates English proficiency levels through Level 5. It includes a Level 6 to showcase how language development continues throughout life once proficiency is reached (see WIDA [2020 edition](https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf) p. 31). [↑](#footnote-ref-2)