Please note: "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. Differences in abilities within ELP levels are based upon ELLs' native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation and understanding, the Levels 1–5 descriptors describe proficiency at the end of each ELP level in terms of a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. 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. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. 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 In addition, when reviewing sentence frames and question exemplars below, consider the complexity progression in tandem with language development goals and grade-appropriate or age-appropriate expectations.

**MICRO FUNCTION: IDENTIFY** by naming/labeling an object, action, event, idea, fact, problem, need, or process.

**TASKS ASSOCIATED WITH FUNCTION:** identify, name, label, represent, organize, categorize, inform, classify, symbolize, sort, match, retell, report, list, recount, enumerate, sequence, summarize, arrange, choose, define, etc.

**KEY WORDS ASSOCIATED WITH FUNCTION:** object, action, event, idea, fact, problem, need, purpose, tone, evidence, priority, facts, opinions, criteria, first, second, third, etc.

<table>
<thead>
<tr>
<th>I. COMMONLY EMBEDDED FORMS</th>
<th>II. SENTENCE FRAME EXAMPLES</th>
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<tbody>
<tr>
<td><strong>Non-prescriptive, and when participating in grade-appropriate classroom activities</strong></td>
<td><strong>Typical patterns, non-prescriptive; order is from more complex frames to less</strong></td>
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<td>(see note at top of page)</td>
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<tr>
<td><strong>5</strong> Identify showing independent control of English. Identify using a complex sequence of events, ideas, opinions, and/or steps in a process. Identify using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary.</td>
<td>• Based on the results of my research, I believe that a solution to ___________ could be...</td>
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<tr>
<td><strong>Discourse</strong> What is the amount of content-specific language that can be quickly processed or easily produced?</td>
<td>• Based on ___________, one can conclude ___________.</td>
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<tr>
<td><strong>Sentence</strong> How much information is packed within a sentence structure (clause) or sentence?</td>
<td>• To support the main claim, the author provides evidence that suggests ___________.</td>
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<td><strong>Word/Phrase</strong> What is the range and specificity of words, phrases, and expressions used?</td>
<td>• ___________; consequently ___________.</td>
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<td>• _____; thus we can see that ___________ is a member of ___________.</td>
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<td>• In my opinion, the best course of action should be ___ because ___________.</td>
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<td>• ___________; therefore ___________.</td>
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<td>• The study concluded that ___________.</td>
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<td>• X, which is perhaps the key fact, is the main reason why ___________.</td>
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<td>• On top of it all, the compelling evidence to support this...</td>
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<td>• One of the integral factors would have been ___________.</td>
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<td>• From our perspective, the primary justification was...</td>
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<td></td>
<td>• The primary reason for X is ___________.</td>
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<td></td>
<td>• A piece of evidence that supports the central claim is ___________.</td>
</tr>
<tr>
<td></td>
<td>• An example of ___________ would be ___________.</td>
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<tr>
<td></td>
<td>• One of the most important reasons was ___________.</td>
</tr>
<tr>
<td></td>
<td>• A point often overlooked is ___________.</td>
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</table>

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### Discourse
- Identify using related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary.

### Sentence
- Identify using descriptive sentences characterized by increasingly complex sentence structures, including:
  - Verb tenses such as past perfect.
  - Modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers).
  - Expanded simple, compound, and complex sentence patterns characteristic of content-area identifications.

### Word/Phrase
- Identify using a developing vocabulary, including:
  - An increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases.
  - Multiple meanings of words and phrases across contexts, such as specific and technical content-related terms, cognates, and expressions and some content-specific collocations.
  - An increasing number of intensive pronouns to add emphasis to a statement (e.g., myself, ourselves).
  - Semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity.

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### Discourse
- Identify using related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary.

### Sentence
- Identify using descriptive sentences characterized by frequently occurring complex sentence structures, including:
  - Verb tenses such as present perfect.
  - Modifiers such as subordinating conjunctions and prepositional phrases.
  - Simple, compound, and some complex grammatical constructions (e.g., independent, dependent, relative, and adverbial) across content areas.

### Word/Phrase
- Identify using a developing vocabulary, including:
  - Words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions.
  - An emerging awareness of how to create new words from familiar words (e.g., electricity from electric), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple-meaning words.
  - Relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why).
  - Transparent idioms with developing grammatical complexity.
| 2 | Identify showing emerging control of English. Identify using briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary. | Identifying using combinations of simple sentence structures, including:  
- Verb tenses such as past tense (irregular), past progressive, simple future.  
- Modifiers such as frequently occurring prepositions, adjectives, adverbs.  
- Repetitive phrases and sentence patterns across content-area identifications. | Identifying using simple vocabulary, including:  
- Frequently occurring words and phrases.  
- One to two forms of words and phrases based on specific context, such as social, instructional, and general terms; cognates; and expressions across content areas.  
- Frequently occurring pronouns used with increasingly precise control.  
- A few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form. |
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<tbody>
<tr>
<td>Discourse</td>
<td>Sentence</td>
<td>Word/Phrase</td>
<td></td>
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</tbody>
</table>
| • Identify using a brief sequence of events in order and/or introduction of a topic with supporting details.  
• Identify using multiple, related, simple sentences containing content-area, grade-appropriate text or word problems.  
• Identify using a loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases. | Identify using combinations of simple sentence structures, including:  
- Verb tenses such as past tense (irregular), past progressive, simple future.  
- Modifiers such as frequently occurring prepositions, adjectives, adverbs.  
- Repetitive phrases and sentence patterns across content-area identifications. | Identify using simple vocabulary, including:  
- Frequently occurring words and phrases.  
- One to two forms of words and phrases based on specific context, such as social, instructional, and general terms; cognates; and expressions across content areas.  
- Frequently occurring pronouns used with increasingly precise control.  
- A few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form. |

| 1 | Identify showing limited control of English. Identify using simple information using simply constructed phrases and sentences with a limited range of vocabulary. | Identify using syntactically simple sentences, including:  
- Verb tenses such as present, present progressive, simple future (going to), simple past.  
- Modifiers such as adjectives, adverbs.  
- Simple grammatical constructions (e.g., commands, some wh-questions, declaratives).  
- Common social and instructional patterns or forms. | Identify using a limited (i.e., initial) range of simple vocabulary, including:  
- Very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents).  
- A small number of frequently occurring words, phrases, and formulaic expressions based on literal definitions of words.  
- Frequently occurring pronouns used with initial control (and occasional misapplications).  
- Nonverbal communication. |
| Discourse | Sentence | Word/Phrase |
| • Identify using simple information about an event, experience, and/or topic.  
• Identify using short sentences composed of simple or predictable phrases or sentences.  
• Identify using a limited (i.e., initial) cohesion among sentence structures. | Identify using syntactically simple sentences, including:  
- Verb tenses such as present, present progressive, simple future (going to), simple past.  
- Modifiers such as adjectives, adverbs.  
- Simple grammatical constructions (e.g., commands, some wh-questions, declaratives).  
- Common social and instructional patterns or forms. | Identify using a limited (i.e., initial) range of simple vocabulary, including:  
- Very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents).  
- A small number of frequently occurring words, phrases, and formulaic expressions based on literal definitions of words.  
- Frequently occurring pronouns used with initial control (and occasional misapplications).  
- Nonverbal communication. |

**QUESTION STEM EXAMPLES**

- Based on the research, what would be a viable solution to _____________?
- What was the consequence of the protagonist’s choice when he _____________?
- ________ would most likely believe in which political system?
- What is a common attribute of the members of X, Y, Z genus?
- Why did __________________ happen?
- What is the main idea of _______________?
- What is the theme of ________________?
- What is the perspective of ________________?
- What is an example of _________________?
- Describe ____________ using specific details.
- Locate and label ____________________.
- Match the _____________ to the ____________.
- Identify the ______________ in the _______________.
- Who is the author of _________________?