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’).”

**Micro Function:** Predict by stating what may happen in the future based upon observation, experience, or reason.

**Tasks Associated with Function:** predict, describe, generate, hypothesize, test, extrapolate, restate, summarize, represent, rewrite, give examples, deduce, explain, create, construct, draw a conclusion, discern, question, observe, analyze, anticipate, infer, reason, foresee, conclude, theorize, support, reconstruct, synthesize, derive, estimate, speculate, etc.

**Key Words Associated with Function:** evidence, supporting, details, implications, reason, observation, guess, conclude that, conclusion, belief, due to, since, in light of, scientific method, correlate, inductive, deductive, causes, effects, outcomes, hypothesis, prediction, theory, conjecture, reasons, result, etc.

### I. Commonly Embedded Forms

**Non-prescriptive, and when participating in grade-appropriate classroom activities**

<table>
<thead>
<tr>
<th>Discourse</th>
<th>Sentence</th>
<th>Word/Phrase</th>
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</thead>
<tbody>
<tr>
<td>What is the amount of content-specific language that can be quickly processed or easily produced?</td>
<td>How much information is packed within a sentence structure (clause) or sentence?</td>
<td>What is the range and specificity of words, phrases, and expressions used?</td>
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</table>

- Make predictions based upon a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated descriptive sentence structures and a wide vocabulary.

- Predict using descriptive sentences characterized by wide variety of sophisticated sentence structures, including:
  - Verb forms such as passive voice and subjunctive.
  - Modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers).
  - A wide range of idiomatic and unique sentence patterns characteristic of content-area predictions.

- Predict using a wide vocabulary, including:
  - A larger proportion of vivid, less frequently occurring words and phrases.
  - Precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary; cognates; content-specific collocations; and figurative language.
  - Precise use of intensive pronouns.
  - Opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity.

- Based on past results, I predict that if we change variable X, __________ will occur.
- Based on past results, I predict that if _____ should happen, then ______ will occur.
- After analyzing ______ I have determined __________. Therefore, __________ will most likely occur.
- In my opinion, if _____ should happen, ___ will occur.
- I deduce _____ will ______ after analyzing ______ further.
- One of the integral factors that will cause __________ to occur is __________.
- __________, consequently __________ will occur.
- Since ________ occurred, I believe ________ will occur.
- If ________, then ________ might ___.
- If ________, then ________.
- Based on __________, one can foresee __________.
- I prognosticate ________ because I know __________.
- I foresee ________ because __________.
- I theorize that ________ will occur.

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| 4. Predict showing increasingly independent control of English. Make predictions based upon related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary. | Predict 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 predictions. | Predict using a wider 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. |
| 3. Predict showing developing control of English. Make predictions based upon related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary. | Predict 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-area predictions. | Predict 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. |
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| Make predictions based upon a brief sequence of events in order with supporting details. | Predict 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 predictions. | Predict 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. |
| Make predictions based upon multiple, related, simple sentences containing grade-appropriate content-area text or word problems. |                                                                                         |                                                                           |
| Predict using a loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases. |                                                                                         |                                                                           |

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<tbody>
<tr>
<td>- How would changing ________ change the result?</td>
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<td>- What would happen if ________?</td>
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<tr>
<td>- What is your interpretation of what happened? Of why it happened?</td>
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<tr>
<td>- What evidence do you have to support your prediction?</td>
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<tr>
<td>- How do you know ________?</td>
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<tr>
<td>- What tells you ________?</td>
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<tr>
<td>- What makes you think ________?</td>
</tr>
<tr>
<td>- Why did ________ happen?</td>
</tr>
<tr>
<td>- How did ________ happen?</td>
</tr>
<tr>
<td>- What will happen?</td>
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<tr>
<td>- What is going to happen?</td>
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| Make predictions based upon simple information about an event, experience, and/or topic. | Predict 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. | Predict 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. |
| Make predictions based upon short sentences composed of simple or predictable phrases or sentences. |                                                                                         |                                                                           |
| Predict using a limited (i.e., initial) cohesion among sentence structures.     |                                                                                         |                                                                           |