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’). ‘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: STATE AN OPINION/CLAIM** by making an argument supported by relevant evidence.

**TASKS ASSOCIATED WITH FUNCTION:** state, claim, argue, reason, defend, support, evaluate, critique, assess, synthesize, represent, organize, categorize, inform, interpret, symbolize, report, list, summarize, arrange, etc.

**KEY WORDS ASSOCIATED WITH FUNCTION:** opinion, point of view, evidence, claim, give reasons, comprehension, understanding, reason, believe, perspective, critical, criteria, interpretation, argument, main claim, restatement, logic, text, thesis, topic, tone, persuasion, persona, issues, sources, etc.

<table>
<thead>
<tr>
<th>I. COMMONLY EMBEDDED FORMS</th>
<th>II. SENTENCE FRAME EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-prescriptive, and when participating in grade-appropriate classroom activities</strong></td>
<td>Typical patterns, non-prescriptive; order is from more complex frames to less (see note at top of page)</td>
</tr>
<tr>
<td>State a claim showing independent control of English. State a claim 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.</td>
<td>• Based on a synthesis of the documents, it is apparent that _______.</td>
</tr>
<tr>
<td>- State a claim using a complex sequences of events, ideas, opinions, and/or steps. Demonstrate stamina in receiving or providing an elaborated opinion.</td>
<td></td>
</tr>
<tr>
<td>- State a claim, using multiple paragraphs, chapters, and essays, about grade-appropriate content-area text.</td>
<td></td>
</tr>
<tr>
<td>- State a claim using an accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events.</td>
<td>• Based on a synthesis of the documents, I believe that _______.</td>
</tr>
<tr>
<td>- State a claim using descriptive sentences characterized by a wide variety of sophisticated sentence structures, including:</td>
<td></td>
</tr>
<tr>
<td>- Verb forms such as passive voice and subjunctive.</td>
<td></td>
</tr>
<tr>
<td>- Modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers).</td>
<td></td>
</tr>
<tr>
<td>- A wide range of idiomatic and unique sentence patterns characteristic of content-area claims.</td>
<td>• _____; thus we can see that _____________.</td>
</tr>
<tr>
<td>State a claim using a wide vocabulary, including:</td>
<td></td>
</tr>
<tr>
<td>- A larger proportion of vivid, less frequently occurring words and phrases.</td>
<td></td>
</tr>
<tr>
<td>- 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.</td>
<td></td>
</tr>
<tr>
<td>- Precise use of intensive pronouns.</td>
<td></td>
</tr>
<tr>
<td>- Opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity.</td>
<td>• In my opinion, the best course of action should be ___ because ___.</td>
</tr>
<tr>
<td>State a claim, using multiple sentences (recognizing and correcting misplaced and dangling modifiers).</td>
<td>• On top of it all, the compelling evidence to support this...</td>
</tr>
<tr>
<td>- Sentence structure (clause) or sentence?</td>
<td>• To support the main claim, the author provides evidence that suggests _____________.</td>
</tr>
<tr>
<td>What is the range and specificity of words, phrases, and expressions used?</td>
<td>• One of the integral factors would have been ___________.</td>
</tr>
<tr>
<td>What is the amount of content-specific language that can be quickly processed or easily produced?</td>
<td>• From our perspective, the primary justification would be...</td>
</tr>
<tr>
<td><strong>Word/Phrase</strong></td>
<td>• _______ could ________________ because __________________.</td>
</tr>
<tr>
<td><strong>Sentence</strong></td>
<td>• _______ should ________________ because __________________.</td>
</tr>
<tr>
<td>How much information is packed within a sentence structure (clause) or sentence?</td>
<td>• _______ would ________________ because ___________.</td>
</tr>
<tr>
<td><strong>Discourse</strong></td>
<td>• _______ suggests _________________.</td>
</tr>
<tr>
<td>What is the amount of content-specific language that can be quickly processed or easily produced?</td>
<td>• It is advisable that _________________.</td>
</tr>
<tr>
<td><strong>State a claim, using multiple sentences (recognizing and correcting misplaced and dangling modifiers).</strong></td>
<td>• _______: consequently, _________________.</td>
</tr>
<tr>
<td>State a claim using descriptive sentences characterized by a wide variety of sophisticated sentence structures, including:</td>
<td>• _______: therefore, _______.</td>
</tr>
<tr>
<td>• Verb forms such as passive voice and subjunctive.</td>
<td>• The study concluded that _________________.</td>
</tr>
</tbody>
</table>
| • Modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers). | ¹ Shafer Willner, L. (2013). *Proficiency level descriptors for English Language Proficiency Standards*. Council of Chief State School Officers.
### Discourse
- State a claim using related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated-upon opinion).
- State a claim, using multiple paragraphs containing a variety of sentences, about grade-appropriate content-area text.
- State a claim using an increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing).

### Sentence
- State a claim 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 claims.

### Word/Phrase
- State a claim 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.

### Discourse
- State a claim showing increasingly independent control of English. State a claim based upon related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary.

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

### Word/Phrase
- A point often overlooked is ____________.
- One of the most important reasons was ____________.
- Everyone should ____________.
- I would argue that ____________.
- I agree/disagree because _____ and because ______.
- I agree/disagree because ____________.
- _____ happened because of _____.
- Strangely enough, ____________.
- Experts agree that ______.
- Historically, ____________.
- The primary reason for X is ____.
- ______ is important because of ____________.
- I think ______ is a ______ because ____________.
- A piece of evidence that supports ____________ is...
- I think ____________ because ______.
- My favorite ____________ is ________ because ______.
- I like ____________ because ____________.
- My favorite part was ____________.
- My favorite __ is ______.
- ________ is a ____________.
- I think/believe ____________.
- I like ____________.

### Discourse
- State a claim showing developing control of English. State a claim based upon related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary.

### Sentence
- State a claim 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 claims.

### Word/Phrase
- State a claim 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.
### Discourse
- State a claim using a brief sequence of events in order and/or introduction of a topic with supporting details.
- State a claim using multiple, related, simple sentences containing content-area in grade-appropriate text or word problems.
- State a claim using a loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases.

### Sentence
- State a claim 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 areas.

### Word/Phrase
- State a claim 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.

### QUESTION STEM EXAMPLES
- Based on writing by author X and author Y, what is the best course of action?
- What evidence could you use to support your point of view?
- What is important about ________________?
- Why do you agree with ________________?
- Why did ________________ happen?
- What are the effects of ________________?
- Do you agree with ________________?
- Which do you prefer: ___________ or ______________?