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 **EXPRESSING CAUSE and EFFECT**. 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).

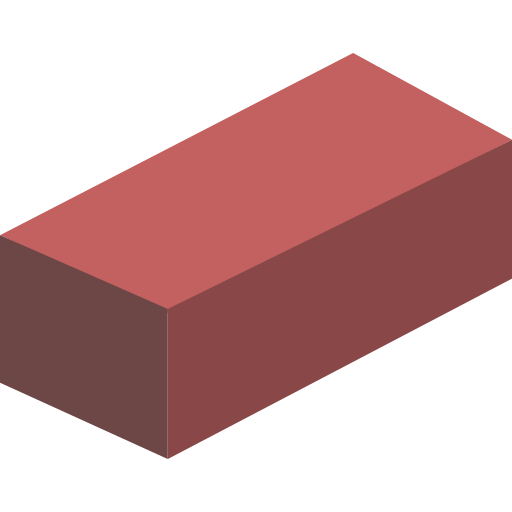
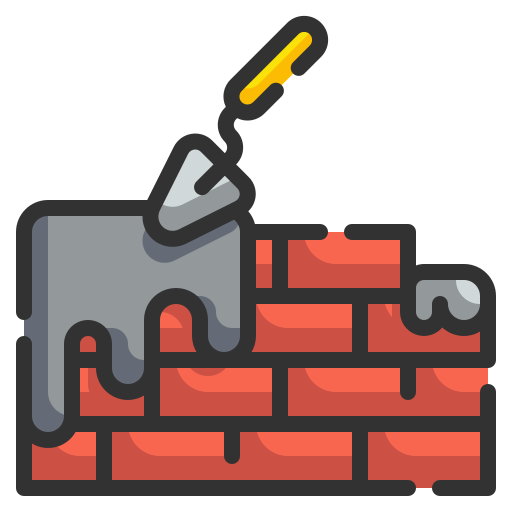
**Dimensions of Language Use**

* **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)



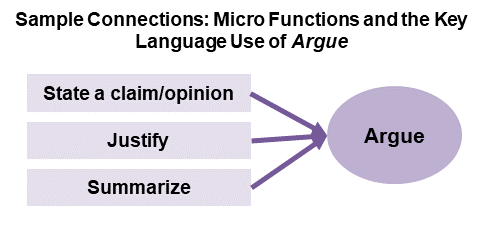
The tool includes three main components:

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: EXPRESSING CAUSE AND EFFECT**

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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 CAUSE AND EFFECT: Interpret and express CAUSE AND EFFECT by showing why and how relationships and patterns exist between events, ideas, processes, problems; identify consequences and/or factors that contribute to outcomes.**
2. **ASSOCIATED TASKS:** *describe, summarize, justify, recommend, draw, explain, solve, retell, recount, depict, determine, support, hypothesize, measure, relate, analyze, list, categorize, classify, group, compare, contrast, distinguish, discriminate, illustrate, recognize, point out, deduce, categorize, combine, document, test, validate, verify, criteria, refer, include,* etc.
3. **ASSOCIATED WORDS:** *cause, effect, outcome, makes, relationship, consequence, results, hypothesis, related, because, because of, results in, due to, on account of, therefore, between, preclude, thesis, evidence, crucial, critical, consequently, thus, as a result of, since, in order to, if… then…,* etc.
4. **EXPECTATIONS for INTERPRETING and EXPRESSING CAUSE AND EFFECT:** 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 cause and effect texts about familiar contexts and topics that include:**   * a few words, pictures, phrases, and chunks of language * connections between ideas using patterned language with repetitive words & phrases * elaboration or condensing of ideas using single-noun labels   **Can express cause and effect 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 cause and effect texts about familiar contexts and topics that include:**   * repetition, rhyming, common/repeated language patterns, and chunks of language * connections between ideas using patterned language/repetitive words and phrases * elaboration or condensing of ideas with frequently used single noun groups   **Can express cause and effect 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 cause and effects texts about familiar contexts that include:**   * repetition, rhyming, and other language patterns * short sentences and chunks of language * connections between ideas using repetitive words and phrases * elaboration or condensing of ideas using frequently used multi-word noun groups   **Can express cause and effect 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 cause and effects texts that meet a specific purpose that include:**   * multiple related simple sentences and situation-specific words and phrases * connections between ideas using frequently used cohesive devices * elaboration or condensing of ideas using frequently used multi-word noun groups with connectors   **Can express cause and effect 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 cause and effects texts to meet a specific purpose that include:**   * a series of extended, related simple sentences * an increasing number of words & phrases * connections between ideas using a few different types of cohesive devices * elaboration or condensing of ideas using expanded noun groups with classifiers   **Can express cause and effect 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 cause and effect texts about familiar contexts and topics that include:**   * repetition, rhyming and common language patterns * connections between ideas using patterned language with repetitive words phrases * elaboration or condensing of ideas using frequently used single noun groups * repeated words and phrases   **Can express cause and effect 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 cause and effect texts about familiar contexts and topics that include:**   * repetition, rhyming, common/repeated language patterns, and chunks of language * connections between ideas using repetitive chunks of meaning * elaboration or condensing of ideas using frequently multi-word noun groups * frequently used words and phrases   **Can express cause and effect 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 cause and effects texts that include:**   * multiple, related simple sentences with repetition, * connections between ideas using some frequently used cohesive devices * elaboration or condensing of ideas using multi-word noun groups with connectors * situation-specific words & phrases   **Can express cause and effect 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 cause and effects texts that meet a purpose that include:**   * series of extended, related sentences and an increasing number of words & phrases * connections between ideas using a few different types of cohesive devices * elaboration or condensing of ideas using expanded noun groups with classifiers   **Can express cause and effect 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 cause and effects texts to meet a purpose that include:**   * series of extended, related simple sentences * an increasing number of words & phrases * connections between ideas using a few different types of cohesive devices * elaboration or condensing of ideas using expanded noun groups with prepositional phrases   **Can express cause and effect 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 cause and effect texts about general topics that include:**   * short sentences and chunks of language * connections between ideas using repetitive chunks of meaning across text * elaboration or condensing of ideas using frequently used multi-word noun groups * frequently used words & phrases in familiar contexts and topics   **Can express cause and effect using:**   * single words & phrases * frequently used cohesive devices * simple elaboration (single nouns) * few frequently used words & phrases with emerging precision | **Can interpret cause and effect texts about specific topics that include:**   * multiple related simple sentences * connections between ideas using frequently used cohesive devices * elaboration or condensing of ideas using multi-word noun groups with connectors * situation-specific words & phrases   **Can express cause and effect 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 cause and effects texts that meet a purpose that include:**   * series of extended and related simple sentences * connections between ideas using a few different types of cohesive devices * elaboration or condensing of ideas using expanded noun groups with classifiers * an increasing number of words & phrases   **Can express cause and effect 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 cause and effects texts that meet a purpose that include:**   * multiple related simple sentences in a short text * connections between ideas using multiple cohesive devices * elaboration or condensing of ideas using expanded noun groups with prepositional phrases * a growing number of words & phrases in a variety of contexts   **Can express cause and effect using:**   * 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 cause and effects texts that meet a purpose that include:**   * generic organizational patterns in texts * connections between ideas using a variety of cohesive devices that connect larger meaningful chunks of text * elaboration or condensing of ideas using expanded noun groups and embedded clauses * an expanding number of words & phrases including idioms & collocations   **Can express cause and effect 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 cause and effect texts about specific topics that include:**   * multiple related simple sentences * ideas connected by frequently used cohesive devices * elaboration or condensing of ideas using multi-word noun groups with connectors * situation-specific words & phrases   **Can express cause and effect 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 cause and effect texts about specific topics that include:**   * series of topic-related extended and related simple sentences * ideas connected by a few different types of cohesive devices * elaboration or condensing of ideas using expanded noun groups with classifiers * an increasing number of words & phrases   **Can express cause and effect 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 cause and effects texts that meet a purpose that include:**   * short, connected text composed of multiple, related simple sentences * ideas connected by multiple cohesive devices * elaboration or condensing of ideas using expanded noun groups with prepositional phrases * a growing number of words & phrases in a variety of contexts   **Can express cause and effect 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 cause and effects texts that meet a purpose that include:**   * generic organizational patterns and simple or compound sentences with familiar ways of combining clauses * ideas connected by a variety of cohesive devices that connect larger meaningful chunks of text * elaboration or condensing of ideas using expanded noun groups with embedded clauses * an expanding number of words & phrases including idioms and collocations   **Can express cause and effect 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 cause and effects texts that meet a purpose that include:**   * genre-specific organizational patterns and compound sentences with frequently used ways of combining clauses * ideas connected by a wide variety of cohesive devices that connect ideas, including substitution and ellipsis * elaboration or condensing of ideas using expanded noun groups with a variety of embedded clauses * a variety of words and phrases such as adverbials, collocations, and abstract nouns   **Can express cause and effect 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 cause and effect texts that include:**   * 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 express cause and effect 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 cause and effect texts that include:**   * 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 express cause and effect 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 cause and effects texts that include:**   * 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 express cause and effect 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 cause and effects texts that include:**   * 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 express cause and effect 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 cause and effects texts that include:**   * 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 express cause and effect 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 cause and effect texts that include:**   * 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 cause and effect texts that include:**   * 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 cause and effects texts that include:**   * 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 cause and effects texts that include:**   * 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 cause and effects texts that include:**   * 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 express cause and effect 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 express cause and effect 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 express cause and effect 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 express cause and effect 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 express cause and effect 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 CAUSE AND EFFECT ACROSS CONTENT AREAS** *(from the WIDA ELD Standards Framework, 2020 edition)*:

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| **ELD Standard 3: Language for Mathematics**  **Grade 1** | **ELD Standard 5: Language for Social Studies**  **Grades 2-3** | **ELD Standard 4: Language for Science**  **Grades 4-5** |
| *ELD-MA.1.Inform.Expressive:* Construct mathematical informational texts that   * Describes a concept or entity through…   + **Conditional clauses (if/then) to demonstrate relationships** (*If I put these shapes together then I can make a rectangle*.)   *Source: WIDA 2020 Edition p. 70* | *ELD-SS.2-3.Explain.Interpretive:* Interpret social studies explanations by   * **Analyzing sources for** event sequences and/or **causes/effects**   *ELD-SS.2-3.Explain.Expressive:* Construct social studies explanations that   * Describecomponents, order, **causes**, or cycles through…   + **Connectors to establish relationships among ideas:** sequence examples (*first, another);* time markers (*after an earthquake, millions of years later*); causality *(because, so that)*   *Source: WIDA 2020 Edition p. 96* | *ELD-SC.4-5.Argue.Expressive:* Construct scientific arguments that   * Signal **logical relationships** among reasoning, relevant evidence, data, and/or a model when making a claim through…   + **Connectors to signal** time *(next, at the same time)*, **causality *(therefore, consequently, as a result, because)***, clarification *(for example, this shows how)*   *Source: WIDA 2020 Edition p. 128* |

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

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| **Sentence Frames** | | **Question Stems** |
| * If \_\_\_\_\_ had/had not\_\_\_\_\_\_\_\_\_\_; \_\_\_\_\_\_\_\_\_\_ would/would not have\_\_\_\_\_\_\_\_. * There have been \_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_. This leads me to believe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_ due to the fact that \_\_\_\_\_\_\_\_\_\_\_. * Due to the fact that \_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_. * In order to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_; subsequently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_; consequently \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_; hence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_; it follows that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_. For this reason, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. As a result, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * As a result of \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Since \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, will have to \_\_\_\_\_\_\_\_\_\_. * That wasn't caused by \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_. * Several factors contributed to the outcome. Namely, …. * \_\_\_\_\_\_\_\_ combined with \_\_\_\_\_\_\_\_\_\_\_ to produce\_\_\_\_\_\_\_\_. * Even if \_\_\_\_\_\_\_\_\_\_\_, we would need to\_\_\_\_\_\_\_\_\_\_\_\_. * Although many people thought the cause was \_\_\_\_\_\_\_\_\_, it turns out it was \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The \_\_\_\_\_\_\_\_ led to\_\_\_\_\_\_\_\_\_, which led to\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on account of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Since \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, therefore \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ produced \_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ would result in \_\_\_\_\_\_\_\_\_\_\_\_. | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ could result in \_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_, therefore \_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ since \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The change resulted in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * If \_\_\_\_\_\_\_\_\_\_\_\_, then\_\_\_\_\_\_\_\_\_\_. * I foresee\_\_\_\_\_\_\_ leading to \_\_\_\_\_\_\_\_. * I hypothesize that \_\_\_\_\_\_\_\_\_\_ will cause \_\_\_\_\_\_. * One of the integral factors would have been/was \_\_\_\_\_\_\_\_\_. * One of the most important reasons \_\_\_\_\_\_\_\_ occurred was that \_\_\_\_\_\_\_\_. * The most likely reason for \_\_\_\_\_\_\_\_\_ was\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the reason for \_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_ happened because of \_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ occurred because of \_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_ was a result of \_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_ led to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * In my opinion, \_\_\_\_\_\_\_\_ caused\_\_\_\_\_\_\_\_\_. * I think \_\_\_\_\_\_\_\_\_ happened because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I believe the causes/effects are \_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_ caused/effected \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * I believe \_\_\_\_\_\_\_\_\_\_\_ caused \_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because/so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * The causes/effects are \_\_\_\_\_\_\_\_\_. * I believe \_\_\_\_\_\_\_\_\_\_\_ causes \_\_\_\_\_\_\_\_\_\_\_\_. | * What results/consequences might \_\_\_\_\_\_\_ create? * How might this be different if \_\_\_\_\_\_\_\_\_\_\_? * What would happen if \_\_\_\_\_\_\_\_\_\_\_\_\_\_? * How does/did this affect \_\_\_\_\_\_\_\_\_\_\_\_\_? * What caused \_\_\_\_\_\_\_\_ to happen? * How do they relate to each other? * Why did this happen? * What is the relationship between \_\_\_\_\_\_ and\_\_\_\_\_\_? * How is \_\_\_\_\_\_ related to \_\_\_\_\_\_\_\_? * What are the effects? * What are the causes? * What happened? |

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)