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 **COMPARING** and **CONTRASTING**. 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: COMPARING and CONTRASTING**

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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 COMPARE/CONTRAST: Interpret and express COMPARISONS/CONTRASTS by describing similarities and differences between objects and/or ideas.**
2. **ASSOCIATED TASKS:** *compare, contrast, describe, make, explain, write, categorize, organize, clarify, claim, support, distinguish, group, identify, illustrate, point out, recognize, separate, differentiate, classify, sort, break down, select, arrange, match, construct, create, generate, summarize,* etc.
3. **ASSOCIATED WORDS:** *similar, similarities, different, differences, contrasts, terms, ideas, likewise, however, nevertheless, despite, on the other hand, on the contrary, contrary to, conversely, rather still, explanation, whereas, attributes, characteristics, commonalities, comparatives, superlatives, comparatives, superlatives, more than, less than, most, least, quantity, but, and, or, therefore, some, any, every, slowly, gradually, quickly, suddenly, critical, class, category, membership, objects, ideas, organization, genre, species, fits into, principles, features, traits, qualities, because, group, texture, shape, size, color, selection, belong, belongs to, hierarchy, theory, hypothesis, salient, arranged,, correlates, deductive, inductive, sort, type, common, related, generalize, kind, criteria, preclude, include, too, likewise, by the same token, alternatively, apart from, by contrast, as opposed to, in spite of this, regardless,* etc.
4. **EXPECTATIONS for COMPARING/CONTRASTING:** towards the end of each **language proficiency level** *(non-prescriptive; when participating in grade-level appropriately scaffolded classroom activities):*

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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 comparisons/ contrasts about familiar contexts and topics that include:** * a few words, pictures, phrases, and chunks of language
* ideas connected by patterned language with repetitive words & phrases
* elaboration or condensing of ideas using single-noun labels

**Can compare/contrast 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 comparisons/ contrasts about familiar contexts and topics that include:*** repetition, rhyming, common/repeated language patterns, and chunks of language
* ideas connected by patterned language/repetitive words and phrases
* elaboration or condensing of ideas with frequently used single noun groups

**Can compare/contrast 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 comparisons/ contrasts about familiar contexts that include:*** repetition, rhyming, and other language patterns
* short sentences and chunks of language
* ideas connected by repetitive words and phrases
* elaboration or condensing of ideas using frequently used multi-word noun groups

**Can compare/contrast 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 comparisons/ contrasts for a purpose that include:*** multiple related simple sentences and situation-specific words and phrases
* ideas connected by frequently used cohesive devices
* elaboration or condensing of ideas using frequently used multi-word noun groups with connectors

**Can compare/contrast 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 compare/ contrast in texts to meet a specific purpose that include:*** series of extended, related simple sentences
* an increasing number of words & phrases
* ideas connected by a few different types of cohesive devices
* elaboration or condensing of ideas using expanded noun groups with classifiers

**Can compare/contrast 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 comparisons/ contrasts about familiar contexts and topics that include:** * repetition, rhyming and common language patterns
* ideas connected by patterned language with repetitive words phrases
* elaboration or condensing of ideas with frequently used single noun groups
* repeated words and phrases

**Can compare/contrast 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 comparisons/ contrasts about familiar contexts and topics that include:*** repetition, rhyming, common/repeated language patterns, and chunks of language
* ideas connected by repetitive chunks of meaning
* elaboration or condensing of ideas with frequently used multi-word noun groups
* frequently used words and phrases

**Can compare/contrast 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 comparisons/contrasts that include:*** multiple, related simple sentences with repetition,
* ideas connected by some frequently used cohesive devices
* elaboration or condensing of ideas through multi-word noun groups with connectors
* situation-specific words & phrases

**Can compare/contrast 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 comparisons/ contrasts for a purpose that include:*** series of extended, related sentences and an increasing number of words & phrases
* ideas connected by a few different types of cohesive devices
* elaboration or condensing of ideas using expanded noun groups with classifiers

**Can compare/contrast 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 comparisons/ contrasts for a purpose that include:*** series of extended, related simple sentences
* an increasing number of words & phrases
* ideas connected by a few different types of cohesive devices
* elaboration or condensing of ideas using expanded noun groups with prepositional phrases

**Can compare/contrast 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 comparisons/ contrasts about general topics that include:** * short sentences and chunks of language
* ideas connected by repetitive chunks of meaning across text
* elaboration or condensing of ideas with frequently used multi-word noun groups
* frequently used words & phrases in familiar contexts and topics

**Can compare/ contrast using:*** single words & phrases
* frequently used cohesive devices
* simple elaboration (single nouns)
* few frequently used words & phrases with emerging precision
 | **Can interpret comparisons/ contrasts 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 compare/contrast 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 comparisons/ contrasts for a purpose that include:*** series of 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 compare/contrast 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 comparisons/ contrasts for a purpose that include:*** multiple related simple sentences in a short text
* 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 compare/contrast 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 comparisons/contrasts for a purpose that include:*** generic organizational patterns in texts
* ideas connected by 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 compare/contrast 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 comparisons /contrasts 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 compare/contrast 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 comparisons/contrasts 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 compare/ contrast 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 comparisons/ contrasts for 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 compare/contrast 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 comparisons/contrasts for 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 compare/contrast 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 comparisons/contrasts for 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 compare/contrast 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 comparisons/contrasts that include:** * series of topic-related simple sentences
* ideas connected by a few different types of cohesive devices frequently used cohesive devices
* elaboration or condensing of ideas with expanded noun groups with classifiers
* an increasing number of words & phrases

**Can compare/contrast 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 comparisons/ contrasts that include:*** 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 compare/contrast 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 comparisons/ contrasts that include:*** generic organizational patterns and simple or compound sentences with familiar ways of combining clauses
* ideas connected by a variety of cohesive devices linking 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 compare/contrast 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 comparisons/ contrasts 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 throughout text
* elaboration or condensing of ideas using expanded noun groups with a variety of embedded clauses
* a variety of words & phrases such as adverbials, verb types, and abstract nouns

**Can compare/contrast 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 comparisons/contrasts in that include:*** genre-specific organizational patterns
* ideas connected by cohesive devices and common strategies that connect ideas throughout text
* elaboration or condensing of 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
* a variety of words, phrases, and expressions with multiple meanings across content areas

**Can compare/contrast 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 comparisons/contrasts that include:** * series of topic-related and connected simple sentences
* ideas connected by multiple frequently used 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 interpret comparisons/ contrasts that include:*** simple or compound sentences with familiar ways of combining clauses and generic organization
* 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 interpret comparisons/ contrasts that include:*** specific organization and compound sentences with frequently used ways of combining clauses
* ideas connected by a wide variety of cohesive devices that link ideas throughout a text
* elaboration or condensing of ideas using expanded noun groups with embedded clauses
* a variety of words & phrases such as adverbials, verb types and abstract nouns
 | **Can interpret comparisons/contrasts that include:*** 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
* ideas connected by cohesive devices and common strategies that link ideas throughout a text
* elaboration or condensing of ideas using expanded noun groups with embedded clauses and compacted noun groups
* a wide variety of words, phases, and expressions with multiple meanings across content areas
 | **Can interpret comparisons/contrasts that include:*** genre- and discipline-specific organizational patterns
* ideas connected by various types of cohesive devices and strategies that link ideas throughout text
* elaboration or condensing of ideas using 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
* strategic use of various words, phrases, and expressions with shades of meanings across content areas
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| **Can compare/contrast 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 compare/contrast 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 compare/contrast 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 compare/contrast 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 compare/contrast 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
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1. **EXAMPLES of COMPARE/CONTRAST ACROSS CONTENT AREAS** *(from the WIDA ELD Standards Framework, 2020 edition)*:

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| **ELD Standard 3: Language for Mathematics****Grade 2-3** | **ELD Standard 4: Language for Science****Grades 2-3** | **ELD Standard 2: Language for Language Arts****Grades 4-5** |
| *ELD-MA.2-3.Explain.Expressive Construct mathematical explanations that** Describe solution and steps used to solve problem with others through…
	+ **Compare/contrast signal words to differentiate results, approaches, objects** *(Our solution is… but your group has a different solution.)*

*Source: WIDA 2020 Edition p. 92* | *ELD-SC.2-3.Explain.Expressive* Construct scientific explanations that * Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution through….
	+ **comparatives to show similarities and differences**

*Source: WIDA 2020 Edition p. 94* | *ELD-LA.4-5.Inform.Expressive C*onstruct informational texts in language arts that* Add precision and details to define, describe, compare, and classify topic and/or entity
	+ **Comparing/contrasting connectors to differentiate between entities or components** *(unlike/like, fewer/more than, however, likewise)*

*Source: WIDA 2020 Edition p. 115* |

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

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| --- | --- |
| **Sentence Frames** | **Question Stems** |
| •Based upon my analysis of \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_ is a better course of action because\_\_\_\_\_\_\_\_\_\_\_\_. •Although some believe \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the author claims \_\_\_\_\_\_\_\_\_\_\_\_. • A distinction between \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ might be\_\_\_\_\_\_\_\_\_\_.• In comparison to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.• By comparison, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. • \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, whereas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.• \_\_\_\_\_\_\_\_\_\_\_\_\_ tends to be \_\_\_\_\_\_\_\_\_\_\_\_, whereas \_\_\_\_\_\_\_\_\_\_. • While there are distinct differences between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_, both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. • The argument presented here is similar to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in that \_\_\_\_\_\_\_\_\_\_\_\_\_. • Likewise, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. • This is in contrast to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. • Notwithstanding, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. • On top of it all, the compelling evidence to support this distinction is \_\_\_\_\_\_\_\_\_\_\_\_\_.• A point often overlooked is that members of \_\_\_\_\_\_\_\_\_\_\_\_often \_\_\_\_\_\_\_\_\_\_\_\_. • According to our comparison of \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_, we can see that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.• \_\_\_\_\_\_\_\_\_\_\_\_ has \_\_\_\_\_\_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_\_ doesn’t have \_\_\_\_\_\_\_\_\_\_\_\_\_.• \_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_er than \_\_\_\_\_\_\_\_\_\_\_\_\_, but \_\_\_\_\_\_\_\_\_\_\_\_er than\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.• \_\_\_\_\_\_ has \_\_\_\_\_\_\_\_\_\_, where/whereas \_\_\_\_\_\_\_\_\_\_ has \_\_\_\_\_.• While \_\_\_\_\_\_\_\_\_\_\_ has \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_ has \_\_\_\_\_\_. Despite having \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in common, \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are different because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. • In the beginning of the story \_\_\_\_\_\_\_\_\_, but by the end \_\_\_\_\_\_\_\_\_\_\_\_\_\_. • Even the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-est is \_\_\_\_\_\_\_\_\_\_\_\_\_ by comparison. • Neither \_\_\_\_\_\_\_\_\_\_\_\_\_\_ nor \_\_\_\_\_\_\_\_\_\_\_\_.• Similar to \_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_ is. • In contrast to \_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_.• A \_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_ compared to \_\_\_\_\_\_\_\_\_\_\_\_\_. • The most salient characteristic of this group is \_\_\_\_\_\_\_\_\_.• In my opinion, \_\_\_ should be characterized as\_\_\_\_ because \_\_\_\_. | • I agree/disagree with the characterization of \_\_\_\_ being a\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_.• The \_\_\_\_\_\_\_\_\_\_\_\_\_ will have to be compared with \_\_\_\_\_\_\_\_\_\_\_. • \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ both have the following traits in common \_\_\_\_\_\_\_\_\_\_\_\_\_\_. • A common characteristic of \_\_\_\_\_\_ and \_\_\_\_\_\_ is. • I grouped \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ together because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.• \_\_\_\_\_\_ and \_\_\_\_\_\_\_ are similar/ different because \_\_\_\_\_\_\_\_\_\_\_.• Both \_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ are \_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. • Both \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ have \_\_\_\_\_\_\_\_\_\_\_\_\_\_. • They both \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.• They both have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.• There is a greater quantity of \_\_\_\_\_\_ than \_\_\_\_\_\_\_\_\_.• There are more/less \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.• From \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.• \_\_\_\_\_\_\_\_\_\_\_\_\_ is/are more than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. • \_\_\_\_\_\_\_\_\_\_\_\_ is/are less than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.• \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ are\_\_\_\_\_\_\_\_\_\_\_. • \_\_\_\_\_\_\_\_\_\_\_\_\_ is the \_\_\_\_\_\_\_\_\_\_\_\_est. • \_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_er than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.• \_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_er.• \_\_\_\_\_\_\_\_\_\_ is a \_\_\_\_\_\_\_\_\_\_\_\_. • A \_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.• \_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_. | •Based on your comparison of \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_, how should we proceed?• What parallels can we see between \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_?• What comparisons might one make between \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_?• How can we differentiate between \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_? • How do we know the difference between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_?• Do either of these \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?• What makes \_\_\_\_\_\_\_\_\_\_\_ the same?• What makes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ different?• Compare \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_. • How are \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ similar? • How are \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ the same/different? |

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)