# Micro-Function Sample Language Progression: Justify
*(These will appear as hyperlinks from the micro-function column of the Collaboration Tool.)*

## MICRO FUNCTION: JUSTIFY to give reasons for an action, decision, choice, opinion, point of view, prove a point, and convince others.

**TASKS ASSOCIATED WITH FUNCTION:** Justify, argue, persuade, make a case for or against, compare, contrast, distinguish, discriminate, illustrate, recognize, point out, relate, deduce, categorize, combine, document, support, test, validate, verify, refer, give/support your point of view, debate, defend, show, rationalize, think, convince, sway, etc.

**KEY WORDS ASSOCIATED WITH FUNCTION:** critical, crucial, debatable, evidence, tone, thesis, include, preclude, irrelevant, relationship, criteria, rationale, because of, for this reason, due to, belief, support, evidence, furthermore, moreover, clearly, refer to, etc.

| I. COMMONLY EMBEDDED FORMS: *Non-prescriptive, and when participating in grade-appropriate classroom activities* | | | II. SENTENCE FRAME EXAMPLES: *Typical patterns, non-prescriptive* |
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| **5** Justify showing independent control of English. Make a justification 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. | | | Based on author X, who is an expert in Y, I believe that…. |
| **Discourse:** *What is the amount of content-specific language that can be quickly processed or easily produced?* | **Sentence:** *How much information is packed within a sentence structure (clause) or sentence?* | **Word/Phrase** *What is the range and specificity of words, phrases, and expressions used?* | On top of it all, the compelling evidence to support this… |
| • Make a justification based upon a complex sequences of events, ideas, opinions, and/or steps. Demonstrate stamina in receiving or providing an elaborated justification • Justify using multiple paragraphs, chapters, and essays on grade-appropriate content-area text • Justify using an accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events | Justify using descriptive sentences characterized by wide variety of sophisticated sentence structures including: • verb tenses 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 justifications | Justify 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 | X, which is perhaps the key fact, is the main reason why_. One of the integral factors would have been_____. From our perspective, the primary justification would be… In lieu of_____, the evidence supports……… The primary reason why is if….. then….. One of the most important reasons was… |
| **4** Justify showing increasingly independent control of English. Make a justification based upon related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary. | | | _____ can be justified by_____. |
| **Discourse** | **Sentence** | **Word/Phrase** | A point often overlooked is_____. |
| • Make a justification based upon related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated justification) • Justify using multiple paragraphs | Justify using descriptive sentences characterized by increasingly complex sentence structures including: • verb tenses such as past perfect • modifiers such as phrases and clauses | Justify using a wider vocabulary including: • a 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, | _____, consequently_____. _____, thus we can see that _____. |

| Discourse (cont.) | Sentence (cont.) | Word/Phrase (cont.) |
|---|---|---|
| containing a variety of sentences on grade-appropriate content-area text involving justification<br>• Justify using increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing) | within a sentence (recognizing and correcting most misplaced and dangling modifiers)<br>• expanded simple compound, and complex sentence patterns characteristic of content area justifications | cognates, and expressions and some content-specific collocations<br>• an increasing number of intensive pronouns to add emphasis to a statement (e.g., *myself, ourselves*)<br>• 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** Justify showing developing control of English. Use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary.

| Discourse | Sentence | Word/Phrase |
|---|---|---|
| • Make a justification based upon related events, ideas, and/or opinions (may retrace or restart a justification being received or produced)<br>• Justify using related paragraphs on grade-appropriate content-area texts<br>• Justify using developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions | Justify using descriptive sentences characterized by frequently occurring complex sentence structures including:<br>• verb tenses such as present perfect<br>• modifiers such as subordinating conjunctions, and prepositional phrases<br>• simple, compound and some complex grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content area justifications | Justify using a developing vocabulary including:<br>• words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions<br>• an emerging awareness of how to create new words from familiar words (i.e., *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<br>• relative pronouns (e.g., *who, whom, which, that*), relative adverbs (e.g., *where, when, why*)<br>• transparent idioms with developing grammatical complexity |

**2** Justify showing emerging control of English. Make a justification based upon briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary

| Discourse | Sentence | Word/Phrase |
|---|---|---|
| • Make a justification based upon a brief sequence of events in order and/or a topic with supporting details<br>• Justify using multiple, related, simple sentences containing content-area in grade-appropriate text or word problems<br>• Justify using a loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases | Justify using combinations of simple sentence structures including:<br>• verb tenses such as past tense (irregular), past progressive, simple future<br>• modifiers such as frequently occurring prepositions, adjectives, adverbs<br>• repetitive phrases and sentence patterns across content area justifications | Justify using simple vocabulary including:<br>• frequently occurring words and phrases<br>• 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<br>• frequently occurring pronouns used with increasing precise control<br>• a few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form |

**1** Justify showing limited control of English. Make a justification based upon simple information using simply constructed phrases and sentences with a limited range of vocabulary.

| Discourse | Sentence | Word/Phrase |
|---|---|---|
| • Make a justification based upon simple information about an event, experience, and/or topic<br>• Justify using short sentences composed of simple or predictable phrases or sentences<br>• Justify using a limited (i.e., initial) | Justify using syntactically simple sentences including:<br>• verb tenses such as present, present progressive, simple future (going to), simple past<br>• modifiers such as adjectives, adverbs<br>• simple grammatical constructions | Justify using a limited (i.e., initial) range of simple vocabulary including:<br>• very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents)<br>• a small number of frequently occurring words, phrases, and formulaic expressions based on literal definition of words |

In my opinion, ___ should ____ because ____.

It is our responsibility to_____

The primary reason for X is _____.

_____, therefore _____.

_____ is the reason.

I agree/disagree because ____ and ____.

I agree/disagree because ____.

_____ happened because of _____.

_____ is important because ___.

I think _____ because_____.

I believe ___ and I believe _____.

I believe _____.

**QUESTION STEM EXAMPLES:**

Based upon your research, what course of action should we take?

How can you convince someone of your ideas?

How will you justify your point of view?

What evidence do you have to support your point of view?

How did you arrive at your decision?

Why do you think_____ is important?

Do you agree/disagree with _____?

| | cohesion among sentence structures | (e.g. commands, some *wh*-questions, declaratives) <br>• common social and instructional patterns or forms | • frequently occurring pronouns used with initial control (and occasional misapplications) <br>• nonverbal communication | |
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