

Investigation 1 Lesson 1	Essential Question: What is needed to light a bulb?	Estimated Time: Two 60-minute sessions
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Brief overview of lesson: Students will be introduced to electricity and energy. Students will discover how to make a complete circuit using a D-cell, wires, and a lightbulb. Upon successfully lighting their bulbs, students discuss the electricity’s pathway in the circuit and the function of each of the system’s components. They also take a close look at the anatomy of a light bulb. Through this investigation, students will answer the focus question: What is needed to light a bulb?

What students should know and be able to do to engage in this lesson:

- Familiarity with defining problems.
- Familiarity with question words.
- Familiarity with planning and carrying out investigations
- Familiarity with whole-class discussion

LESSON FOUNDATION		
Unit-Level Focus Language Goals to Be Addressed in This Lesson	Unit-Level Salient Content Connections to Be Addressed in This Lesson	
ELD-SC.4-5.Explain.Expressive ELD-SC.4-5. Explain.Interpretive <i>Describe observations and/or evidence about a phenomenon through...</i> --Abstract nouns (system, circuit) --Timeless verbs (lights, travels, transfer)	PS3.A: Definitions of energy PS3.B: Conservation of energy and energy transfer PS3.D: Energy in chemical processes and everyday life ETS1.A: Defining engineering problems ETS1.B: Developing possible solutions ETS1.C: Optimizing the design solution	
Language Objective	Essential Questions Addressed in This Lesson	
I can investigate a question based on observations and prior knowledge of electricity. I can describe observations about lighting a lightbulb (orally/written).	What is needed to light a bulb?	
Thinking Space: What Academic Language Will Be Practiced in This Lesson?		
Discourse Dimension	Sentence Dimension	Word Dimension
Social instructional language; listening to, reading, and producing single statements or sentences providing basic information; listening and responding to others during collaborative discussions	Simple sentences in present tense	Content-specific vocabulary (<i>system, circuit, light, travel, transfer</i>)
Instructional Tips/Strategies/Suggestions for Teacher		
<ul style="list-style-type: none"> • Create an Inquiry T-Chart with students. On the left side of the chart write “What I know about Energy” and on the right side of the chart write “What I want to know about Energy,” Before teaching the investigation, build the chart with students using student-generated responses. • Consider bringing in realia to help students better understand the core concepts. A flashlight would be a great option. 		

- Students' background knowledge about electricity and how bulbs light may vary. Consider creating a Comparative Input T-Chart which compares circuits that light and don't light.
- Use formative assessments to inform future instruction. For example, if assessments reveal the need for a concept to be reviewed or discussed further, make necessary adjustments to upcoming lessons.

STUDENT CONSIDERATIONS

Sociocultural Implications

Some students may not have experience working in collaborative groups. Assign responsibilities to group members so that groups can work efficiently.

Anticipated Student Pre-Conceptions/Misconceptions

- Students may be familiar with content-specific key words but may not understand the meaning of these words in the content-specific context.
- Because circuits and electricity that are used in everyday life are often hidden behind walls, students may not be familiar with.
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THE LESSON IN ACTION

Lesson Opening

1. Post and explain the lesson's language objective so students can see and understand it: "I can describe observations about lighting a lightbulb (orally/written)." To promote student ownership and self-monitoring of learning, consider having students record the objective in their notebooks or having students summarize the objective in their own words. At the end of the lesson, students can reflect on their learning in relation to the objective.

2. To spark prior knowledge, bring in realia such as a flashlight (without batteries) for students to look at. Ask a student to come forward to turn on the flashlight. When the flashlight does work, ask, "What do you think we can do to get the flashlight to work?" Ask the student to open the flashlight. They will notice that the batteries are missing. Model how to describe what students notice about the flashlight using sentence frames, such as "I think..." "I notice..." and "I wonder..." Give students time to look at the flashlight and allow them to discuss the essential question, "What is needed to light a bulb?" While students discuss, circulate the room. Prompt student thinking with questions such as "What do you see?" "What do you notice?" Then, let the student install them and turn on the flashlight to show the rest of the class that it works. You may ask probing questions such as, "What kind of action did you observe when the flashlight worked?"; "Does it matter how the batteries are added to the flashlight system to produce light?"; or "Energy can be stored until the energy is needed. Stored energy is energy ready to be used. Where did the flashlight get the energy to produce light?" Ask students to talk with a partner about how they think the flashlight system works. Circulate the room and listen to student conversation and then build on their ideas.

ML Considerations: provide answer options using physical action such as pointing, answering orally, writing, or drawing. You will also want to provide answer options using perception such as having individual flashlights at each student table.

During the Lesson

1. Revisit the essential question “What is needed to light a bulb?” and activate prior knowledge and interest by eliciting students’ input about what they already know and what they want to learn about the topic using a GLAD strategy called the Inquiry Chart. On chart paper, create a T-Chart outlined in black marker. In one color, add “What we know about energy” on the left side of the T-Chart. In another color, add “What we want to know about energy” on the right side of the T-Chart. Ask students to turn and talk about their ideas with a partner. Post sentence frames for sharing such as “I know...”; “I remember...”; “I want to know...”; “I wonder...”; “I think...” and model how to use them when talking to partners. It is important to explicitly model the basics of collaborative discussions (turn-taking, building on others’ ideas, clarifying, and agreeing). This type of collaborative discussion allows students time to build and share their own ideas, creating a low affective filter, before sharing out to the whole group. This increases student comfortability with sharing and risk-taking. After a brief turn and talk, invite the whole class to a discussion about the headings on the Inquiry Chart (what students know/want to know about energy). As students to report out what they discussed with their partners and record information on the Inquiry Chart. One example of student responses may be, “I know that we need energy to play outside.” Another example of a student responses may be, “I want to know how the fan in my room turns on.”
2. Go over the Language Goal for the lesson. For example, say: “Through the course of this investigation, we will be investigating a question based on observations and prior knowledge of electricity. By the end of the unit, you will be able to use adjectives to describe observations you have made about lighting a bulb. You will also be able to describe the components needed to create a working circuit. In addition, you will be able to state opinions supported by evidence and discuss your opinions with others.
3. Teach lesson vocabulary. For example, say: “Let’s learn an important vocabulary words that we will use throughout this investigation.” For Day 1, teach the vocabulary word “energy” using the GLAD strategy called Cognitive Content Dictionary (CCD). This word will be revisited on Day 2, when the final definition is given. Create a [word wall](#). Consider having students create personal vocabulary journals to encourage students to write, use images, or build their on contextual examples of target vocabulary. Using the GLAD strategy, CCD, meets the diverse learning needs of students in the classroom. This is done by including the use of native language dictionaries, including a sketch or a photo with key vocabulary words, and teaching various iterations of the word.
4. Introduce the lightbulb using a GLAD strategy called the Pictorial Input Chart (PIC). In front of students, you will draw over pre-penciled-in drawings. This allows for mental imprinting of information for students. As you draw the lightbulb you might say, “This is the lightbulb we will use in our investigation. It is the kind of lightbulb you might find in an older flashlight.” You’ll then add information and labels to the PIC of the lightbulb, highlighting the important parts of the bulb. Tell students that after reviewing the PIC, they are going to investigate how to light a bulb. You will want to highlight key words such: filament (the part of the bulb that produces light), bulb base, and bulb casing. You might say, “The part of the bulb that produces light is the filament. When current flows through the filament, the filament gets so hot that it glows. The glowing filament gives off light. Light is energy.”
5. Set up Science Notebooks. As this is the first notebook entry for this investigation, take a few minutes to establish the basics of a science notebook such as a table of contents, page numbers,

and teach students how to date and title their journal entries. Once this is done, ask students to set up their science notebook for today's investigation. Students should open to the first blank page and record the date and focus question (what is needed to light a bulb?) at the top of the page.

6. Begin the student-led investigation. Students will spend time trying to get their bulbs to light. Walk among students as they do this work. It may be several minutes before every pair has had success in lighting the bulb by holding wires to make contacts. It is important that you do not show students what to do and that they have time to be in the inquiry process.

7. Have a sense-making whole-class discussion once everyone has had success in lighting the bulb. Ask a few students to share their method for producing light. If needed, you may guide the discussion with the following questions: "To get the light to shine, where did you connect the wires to the D-cell?"; "Where did you connect the wires to the lightbulb?"; "What is the effect when you touch the wire to the glass part of the bulb?"

8. Create a Comparative Input Chart (CIT), GLAD Strategy, for the types of circuits that light the bulb and the types of circuits that don't light the bulb to record the information that students discovered during the investigation. While teaching this chart you will discuss circuit vocabulary (bolded below). You might say, "A flow of electricity is called **electric current**. Electric current has energy. A **circuit** is the pathway through which electric current flows from the D-cell to the lightbulb and back to the cell. The circuit must form a complete pathway from one end of the D-cell (**terminal**) back to the other end of the D-cell (another terminal) for the electricity to flow. We call the individual items in a circuit **components**. Electric current **transfers** (moves) energy from component to component. This system has four components, a D-cell, a lightbulb, and two wires. The specific places that the wires need to connect to the components are called **contact points**. Electricity flows from the **negative end of the D-cell** (the flat terminal), through the circuit, to the **positive end of the D-cell** (the terminal with the bump)." During this instruction, you will want to explicitly teach abstract nouns (system, circuit) and timeless verbs (lights, travels, transfer) that are used in the description of the phenomenon. You may consider pulling a small group of ML students to explicitly teach these language goals.

9. Discuss the principles of a circuit that students learned about today. You will likely have a whole-class discussion and may consider asking questions such as, "You can't see energy. What evidence do you have that energy is present?"; "When you connect a D-cell into a circuit, what contact points do you use?"; "How do you connect a bulb into a circuit? What contact points do you use to make a complete circuit to move energy?"

ML Considerations for whole-class discussion:

Students at varying levels of English proficiency will participate in this discussion differently. It may be helpful to review the Comparative Input Chart using the ELD Oral Review GLAD strategy with ML students before beginning a whole-class discussion. Below are speaking expectations for teachers to consider.

ELP Level 1 (Entering): Explain by naming components of phenomena using illustrations, photographs, or diagrams. Demonstrating procedures using realia.

ELP Level 2 (Emerging): Explain by giving reasons why or how something works using diagrams, charts, or images. Stating key words or phrases in processes in sequential order.

ELP Level 3 (Developing): Explain by stating clear sequential procedures to peers. Comparing data or information.

ELP Level 4 (Expanding): Explain by connecting the sequential, cyclical, or causal relationships of content-related issues and concepts. Presenting detailed information to small groups.

ELP Level 5 (Bridging): Explain by elaborating by adding precision and details to content-related sequence or causal phenomenon. Describing relationships of components within systems.

ELP Level 6 (Reaching): Explain by analyzing how variables contribute to events or outcomes. Maintaining a formal register when speaking.

Also of importance, is considering the expectations for ML students during a discussion. Students at varying English proficiency levels will participate in a whole-class discussion differently. See below:

ELP Level 1 (Entering): Discuss by expressing own ideas in a variety of ways (drawing, using gestures, graphing). Tracking the person speaking. Sharing own work (graphic organizers, drawings)

ELP Level 2 (Emerging): Discuss by taking turns and applying conventions specific to conversations. Addressing others according to relationship (student-peers, student-teacher).

ELP Level 3 (Developing): Discuss by asking clarifying questions to demonstrate engagement, use examples to clarify statements, and answer questions to contribute to a topic.

ELP Level 4 (Expanding): Discuss by elaborating on statements of others to extend ideas, present creative solutions to resolve communication issues, contribute ideas to co-create group responses.

ELP Level 5 (Bridging): Discuss by recognizing how language can be used to express bias and influence others, challenge ideas respectfully, and manage conversations to stay focused on a topic.

ELP Level 6 (Reaching): Discuss by examining the value of examples to bring clarity to statements and extend conversation by developing topics with clear examples and information.

10. Create a class energy systems chart that you will add to after each day's lesson. The chart should have three columns to record the system, source of energy, and evidence of energy transfer. You may explain the chart by saying, "As we continue to work with energy in the next few weeks, we will be exploring different systems, different energy sources, and other evidence of energy transfer." On the chart today you'll add D-cell, bulb, wires (system), D-cell (energy source), and light (evidence of energy transfer). You may ask your students guiding questions such as, "What were the parts of the system you made?"; "Where was the source of the energy in the system?"; "What as the evidence that energy transferred in the system?"

Lesson Closing

In groups, have students discuss how the components in a circuit need to be connected for the bulb to light. Summarize the discussion with students but do not write any of the key points on the board. Then, students will answer the focus question (what is needed to light a bulb?) in their science notebooks.

Formative Assessment of student work:

Have students hand in their notebooks, open to the page on which they answered the focus question (what is needed to light a bulb?). Review students' notebooks after class and check to see how they communicate understanding of a basic circuit. Some look-fors in student work include a source of energy in the system for the bulb to light (D-cell), the energy needs a complete pathway through all the components to move or transfer energy, in order for energy to be transferred, each component in the circuit needs to be connected with two different contact points.

ML Considerations in Assessment:

While reviewing science notebook entries, it is important for teachers to consider writing at various levels of English language proficiency when writing to explain. Below are detailed descriptions of the qualities of writing for students at each proficiency level.

ELP Level 1 (Entering): Explain by producing short answer responses to question using word/phrase banks. Labeling charts and graphs to describe phenomena.

ELP Level 2 (Emerging): Explain by using key terms related to phenomena. Ordering linear and cyclical sequences of phenomena.

ELP Level 3 (Developing): Explain by connecting related ideas or concepts using linking words and phrases. Answering "how" or "why" questions

ELP Level 4 (Expanding): Explain by presenting information on process or phenomena from a variety of sources. Elaborating topics with facts, definitions, concrete details, or quotations and examples.

ELP Level 5 (Bridging): Explain by describing how factors contribute to events or outcomes. Describing how systems relate or interact.

ELP Level 6 (Reaching): Explain by presenting information on processes or phenomena supported by facts and details in essays and reports. Selecting the appropriate organizational structure for the particular purpose.

Lesson 1 Resources

- Student science notebooks
- Mr. Sketch Markers
- Word wall
- Flashlight with no batteries
- D-cells
- Wires
- Lightbulbs
- GLAD Inquiry Chart
- GLAD Cognitive Content Dictionary (CCD)
- GLAD Comparative Input Chart (CIT)
- GLAD Pictorial Input Chart
- Class Systems Energy Chart
- GLAD ELD Oral Review
- WIDA Can-Do Descriptors 4-5 Key Use of Explain: Writing
- WIDA Can-Do Descriptors 4-5 Key Use of Discuss

GLAD Inquiry Chart Protocol

Action	Sounds Like	Looks Like
Use zero noise signal to bring students to the carpet	Silently waiting for all students to come to carpet and meet expectations	Zero created with hand in sign language and held high above head with a straight elbow.
When students are at the carpet, assign scouts.	Remind scouts that their job is doing two things— watching students for three personal standards and participating in the activity.	Show three personal standards on chart and remind what learning looks/sounds like
Name the strategy	“We are going to do a strategy called an Inquiry Chart. Say it and do it with me.”	Draw a question mark in the air with your hand while saying “Inquiry Chart” with students
Explain how the chart works	“We are scientists in this class and when we are scientists, we are going to use this strategy to help us think about what we know about a topic. There are two sides to the chart. The first side says, “what we know about _____” Let’s go ahead and fill in that blank with the topic we are talking about.	Stand in front of chart and visually show the side you are talking about and point to the words that you read off the chart as you fill it in.
Read the chart with students	“Read it with me: what we know about _____”	Point to the words as you read them with students.
Explain what is written in the first part of the chart	“What we write in this part of the chart is called a hypothesis.”	“Hypothesis” in sign language.
Done in one color—all the way through.	“Say it with me and do it with me”	Point to brain and say “hypothesis”
Collect hypotheses from students	“A hypothesis is an unproven statement. It’s something we think we know about <u>(topic)</u> ” “Scientists use hypothesizes when they	“Hypothesis” in sign language. Point to brain and say “hypothesis”

	<p>are learning something new. It is not a confirmed fact but we will write it down so as we learn we can come back and either confirm or refute our hypotheses.”</p> <p>“Say it and do it with me”</p>	
Give a 10/2	<p>“When I say the signal word, you are going to turn and talk to a partner and tell them everything you know about ____.”</p> <p>“Remember this is a hypothesis so you don’t have to be right, it’s just what you think you know.”</p>	Release students to turn and talk with the signal word/TPR from CCD chart.
Bring back from 10/2	“Nice work scholars! I like how quickly you came back.”	Use the Zero Noise Signal to bring students back
Collect hypotheses on Inquiry Chart	“We are going to be using our chart to collect our hypotheses so that this week we can be active scientists and investigate them so that we can confirm or refute them.”	Pointing to chart to show students where you are going to record what they are saying.
<p>Students share their hypotheses</p> <p>Add initials to each students’ hypothesis</p> <p>May collect 3-4 hypotheses. If more students want to share, leave space at the bottom of the chart for students to add theirs later (in student writing in any color than black and need to add their initials).</p>	<p>“Remember scouts, you have two jobs. Be on the lookout for people that are doing their job by participating in the activity right now.”</p> <p>“Teach me your initials. First letter of your first name and first letter of your last name.”</p> <p>“When I’m not sure how to spell something I use the SP and then circle it.”</p>	<p>Call on students with silent hands raised. Write exactly what students say to you on the chart, model SP, and do not repeat back to students what they said.</p> <p>Mark each hypothesis with student initials.</p> <p>Model SP and circle</p>

<p>Introduce second half of the chart (what we want to know about _____)</p> <p>Done in a second color all the way through.</p>	<p>"This part of the chart will guide our scientific research about our topic"</p> <p>"These are going to be any questions that we have about our topic."</p>	<p>Fill in top of the chart that says, "What we want to know about _____" and fill in the blank with the topic (same as first side of the chart)</p> <p>Point to head and then draw a question mark in the air.</p>
10/2	<p>"When I say the signal word, I want you to turn and talk to your partner and ask them, 'what do you want to know about _____?'"</p>	<p>Point to the chart as you read the words across the top.</p>
Bring students back from 10/2	<p>"Nice work scholars! I like how quickly you came back."</p>	<p>Use Zero Noise Signal to call attention.</p>
<p>List questions students have on the chart</p> <p>Collect 2-3 questions. If students have more questions to add to the chart, they should come add them later just as they would for the hypothesis section.</p>	<p>"Now we are going to list our questions on the chart. You can raise your hand and tell me what your question is."</p>	<p>Record students' questions. List their initials next to the question they ask.</p>
Remind scouts of their job	<p>"Scouts, remember what you are looking for here! We are looking for quiet respectful learners."</p>	<p>Make eye contact with scouts or students with disruptive behavior.</p>
Wrap up strategy	<p>"Thank you for sharing your hypotheses and questions with me. We are going to study this week and then come back to our chart to either confirm or refute what we have written here."</p>	

GLAD Inquiry Chart

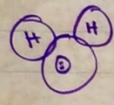
What we know about energy	What we want to know about energy

GLAD Cognitive Content Dictionary Protocol

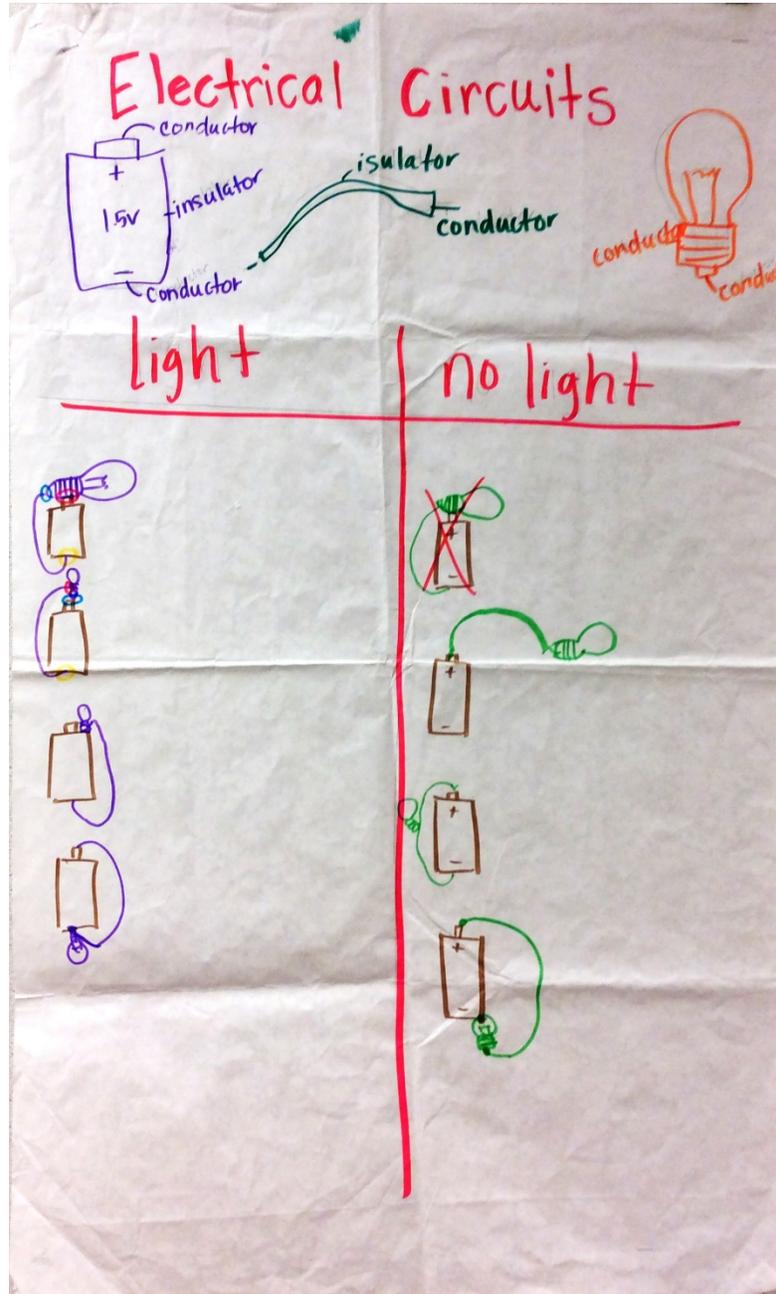
Action	Sounds Like	Looks Like
Name strategy	This is a Cognitive Content Dictionary or CCD	ASL Clap shaped hands about a foot apart going down for each word
Say it with me	Together: Cognitive Content Dictionary, CCD	Another option for ASL would be to finger spell CCD
Review the strategy with students and set the purpose	Today we will be doing an activity that expert readers do to investigate words.	Chart has headings in black with sketches
Explain how you will use it throughout the day	Just like we use the zero-hand signal to stop our work, I will be giving you a specific word as a go word today. When I say this word, you will say and do it with me and then you will go to your next task.	Show zero hand signal
Say the signal word and have students say it with you.	Our go word is “ ____.” Say it with me. Count out the number of letters	No ASL at this point.
Interactive Writing Model: Have the students come up and write the letters. Ask them what is the sound that you hear? Then have them find the letter on the alphabet this way they are working on both phonemic awareness as well as letter formation.	What sound do you hear? Find the letter on the alphabet chart and write in on the chart. Class, draw the letter in the air. What’s the next letter? Find it and write it? Class: draw it in the air. (Continue)	Use one color all the way across for the word. Have an alphabet strip on or near the chart for students to reference. Have the rest of the class draw the letter in the air while the student writes it on the chart.
Have students say the word with you and then read it with you.	Say it with me? Read it with me?	Point to the word
Take a survey. Have students put hands to	Put a thumbs up on your chest if you have	Below the word write H for Heard and NH for

chest and then thumbs up/down to show if they have heard the word before. You may want to add a quick math lesson using "prove it."	heard the word before and a thumbs down if you haven't heard the word before.	Not heard. Record students' responses. You can use an addition problem or subtraction problem to compare the addends to the total.
Predictions and Clues: Model the expectations of putting your heads together. Give 10/2	Put your heads together with your team and make a prediction of what the word means.	Make gestures show putting heads together.
Take team prediction and write them on the chart. Write the clue next to prediction.	What's your prediction? What the clue you are using? (Don't repeat predictions)	Write in the next column student predictions and clues
Let the students know they will have to be detectives and listen for when and where it is taught during the day	Today you will be detectives to find the meaning of the word. Listen carefully for when and where it is taught during the day.	
Add TPR/hand gestures/ASL as they are saying the word let them know that it is the only way students can move or transition to another activity – you can hold off on the ASL and add it later in the say	Say it with me. Do it with me.	Have students copy the TPR hand gesture
Say the word and have students transition to the next activity	After I say the signal word, transition to _____ and be ready to _____.	Say the signal word and students transition

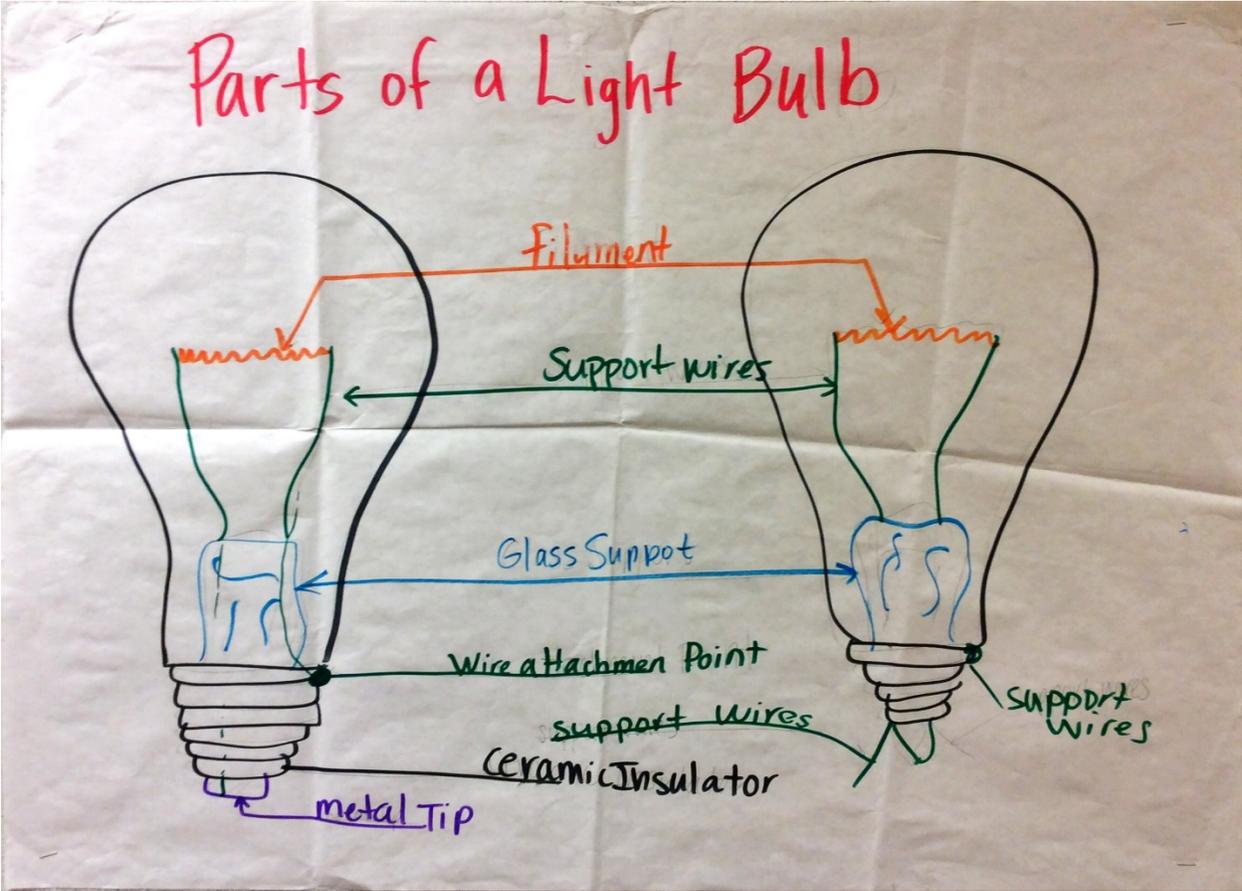
GLAD Cognitive Content Dictionary

<p>en·er·gy H-16 NH-0 noun</p>	<p>electricity not tired type of power natural resources</p>	<p>the ability to do work</p>	<p>doing work </p>
<p>Force H=4 NH=0 noun verb ed ing</p>	<p>Star Wars - Use Force Telling someone to do something Force of lightning Force of air Force of pushing</p>	<p>A push or pull upon an object when two objects interact *effort *strength</p>	<p>"Push Pull" </p>
<p>Molecule H=12 NH=2 noun</p>	<p>type of gas inside energy type of electricity Keeps electricity going type of liquid</p>	<p>A group of atoms that have bonded together</p>	<p>H₂O  Atoms Stuck together</p>

GLAD Comparative Input Chart



GLAD Pictorial Input Chart



Class Systems Energy Chart

System	Energy Source	Evidence of Energy Transfer
D-cell, bulb, wires	D-cell	light

GLAD ELD Oral Review

Level 1 Question: “point to ____.”

Example: “point to heat energy”

Level 2 Question: yes/ no questions

“Is this electrical energy”

Level 3 Question: either/or questions

“Is this kinetic or potential energy?”

Level 4 Question: open-ended questions

“An example of kinetic energy is ____”

Level 5 Question: *(modified cloze)*

“How is this car showing kinetic energy?”

(open-ended)

WIDA Can-Do Descriptors 4-5 Key Use: Explain

4-5

By the end of each of the given levels of English language proficiency¹ English language learners can...

KEY USE OF EXPLAIN

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching	
READING	<p>Process</p> <ul style="list-style-type: none"> • Matching illustrated words/ phrases to causal or sequential language • Sequencing sentences strips to show content-area processes from illustrated texts 	<p>Process</p> <ul style="list-style-type: none"> • Identifying different types of connectors (<i>e.g., first, next, because, so</i>) • Identifying key words and phrases that describe the topic or phenomena 	<p>Process</p> <ul style="list-style-type: none"> • Matching causes with effects • Identifying words or phrases to determine the type of explanation (<i>e.g., linear sequence, cycle, system</i>) 	<p>Process</p> <ul style="list-style-type: none"> • Identifying the different words or phrases that are used to describe the same topic or phenomena • Organizing information on how or why phenomena occur 	<p>Process</p> <ul style="list-style-type: none"> • Identifying how text provides clear details of the topic or phenomena • Identifying components of systems (<i>e.g., ecosystems, government</i>) 	<p>Process</p> <ul style="list-style-type: none"> • Identifying how text presents information in a factual or neutral manner • Evaluating the specific language used to enhance descriptions of phenomena 	
WRITING	<p>Explain by</p> <ul style="list-style-type: none"> • Producing short-answer responses to questions using word/ phrase banks • Labeling charts and graphs to describe phenomena (<i>e.g., organisms in ecosystems</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> • Using key terms related to phenomena • Ordering linear and cyclical sequences of phenomena (<i>e.g., the steps of how a volcano erupts</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> • Connecting related ideas or concepts using linking words and phrases • Answering "how" or "why" questions (<i>e.g., "How does the water cycle work?" "Why are there three branches of government?"</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> • Presenting information on processes or phenomena from a variety of sources • Elaborating topics with facts, definitions, concrete details, or quotations and examples 	<p>Explain by</p> <ul style="list-style-type: none"> • Describing how factors contribute to events or outcomes • Describing how systems relate or interact 	<p>Explain by</p> <ul style="list-style-type: none"> • Presenting information on processes or phenomena supported by facts and details in essays and reports • Selecting the appropriate organizational structure for the particular purpose 	

¹Except for Level 6, for which there is no ceiling.

WIDA Can-Do Descriptors 4-5 Key Use: Discuss

4-5 KEY USE OF DISCUSS

By the end of each of the given levels of English language proficiency* English language learners can ...

ORAL LANGUAGE	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
	<p>Discuss by</p> <ul style="list-style-type: none"> Expressing own ideas in a variety of ways (e.g., <i>drawing, using gestures, graphing</i>) Tracking the person speaking Sharing own work (e.g., <i>graphic organizers, drawings</i>) to contribute to the conversation 	<p>Discuss by</p> <ul style="list-style-type: none"> Taking turns and applying conventions specific to particular conversations Addressing others according to relationship (e.g., <i>student-peers, student-teacher</i>) 	<p>Discuss by</p> <ul style="list-style-type: none"> Asking clarifying questions to demonstrate engagement Using examples to clarify statements Answering questions to contribute to a topic 	<p>Discuss by</p> <ul style="list-style-type: none"> Elaborating on statements of others to extend ideas Presenting creative solutions to resolve communication issues Contributing ideas to co-create group responses 	<p>Discuss by</p> <ul style="list-style-type: none"> Recognizing how language can be used to express bias and influence others Challenging ideas respectfully Managing conversations to stay focused on a topic 	<p>Discuss by</p> <ul style="list-style-type: none"> Examining the value of examples to bring clarity to statements Extend conversations by developing topics with clear examples and information

*Except for Level 6, for which there is no ceiling.