

**FIGURE 1.3 Typical Language Features and Example Tasks Related to Key Uses**

KEY USE	EXAMPLES OF LANGUAGE FEATURES	SAMPLE TASKS
<b>Discuss</b>	<ul style="list-style-type: none"> <li>Asking clarifying questions (e.g., “What do you mean by their corresponding fractions?”)</li> <li>Inviting others to the conversation (e.g., “What do you think? Do you agree?”)</li> <li>Building on others’ ideas (e.g., “You said that the magnet would attract metals, so if you use the magnet to bring them together, you can also use it to keep the paper in place.”)</li> </ul>	<ul style="list-style-type: none"> <li>Working on lab experiments with a partner</li> <li>Participating in literary circles</li> <li>Contributing to online discussions</li> </ul>
<b>Argue</b>	<p>Introducing claims through the following:</p> <ul style="list-style-type: none"> <li>Statements, typically in present tense (e.g., “Drugs are dangerous.”)</li> <li>Logical connectors to link ideas (e.g., however and therefore)</li> </ul> <p>Supporting claims with evidence through the following:</p> <ul style="list-style-type: none"> <li>Sequential language (e.g., first, second, and finally)</li> <li>Modals (e.g., possibly and may)</li> </ul> <p>Strengthening arguments through the following:</p> <ul style="list-style-type: none"> <li>Emotive language to cause a reaction from the audience (e.g., critical and devastating)</li> <li>Conditionals (e.g., “If . . . , we will”)</li> </ul>	<ul style="list-style-type: none"> <li>Participating in debates</li> <li>Crafting persuasive essays</li> <li>Presenting conclusions in lab reports</li> </ul>
<b>Recount</b>	<ul style="list-style-type: none"> <li>Sequential language to organize stories (e.g., first, then, and finally)</li> <li>Use of pronouns and referents to create cohesion across the composition (e.g., this event and he said)</li> <li>Use of titles or subtitles when organizing expository text (e.g., “The Sun” or “Parts of a Cell”)</li> <li>Statements in past tense may include dependent and independent clauses to pack more information (e.g., “Mary, who was his number one fan, ran to meet him at the station.”)</li> </ul>	<ul style="list-style-type: none"> <li>Preparing reports on historical events</li> <li>Composing short stories</li> <li>Creating research briefs on particular topics</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>Chronological connectors to sequence steps or sequence the explanation (e.g., to begin with, before the, and next)</li> <li>Passive voice to create a sense of neutrality and present factual information (e.g., “Water is produced,” and, “The two fractions are added.”)</li> <li>Simple present tense (e.g., “Our government has three branches.”)</li> </ul>	<ul style="list-style-type: none"> <li>Describing how to solve mathematical problems</li> <li>Clarifying the causes or effects of natural phenomena</li> <li>Elucidating the relationship between physical variables</li> </ul>