Functions - Students will learn and use the communicative and academic functions of the English language to construct meaning and engage in social and academic language tasks.

Specific Indicator (the student will)	Illustrative Examples
Explain thoughts and feelings	Describes feelings, shares opinions on school topics
Use functional words for "doing" the work	E.g. *Draw, point, match, print, etc.*
Describe actions and sequence	Relates events from a personal experience Sequences events of a story
Describe people and things	*E.g. My teacher is tall.*
Request clarification through gestures, mimicking, single words or simple phrases	Shrugs shoulders; shakes head; raises eyebrows; responds with: "Pardon me?"
Respond to familiar social expressions, non-verbal cues, and tone of voice	*E.g. "Goodbye, see you later!"(waves)*
Use words to describe learning tasks	*E.g. underline, circle, cross out, highlight, etc.*
Manage conversations and participate in discussions	Introduces self, friends, family; shares personal information; discusses an activity; contributes to discussion; communicates with adults
Use language to construct critical thinking tasks	Lists attributes; compares and contrasts; solves problems *E.g. Oranges are like apples because they are both fruit.*
Use language to engage in cooperative learning tasks	Courtesy expressions *(E.g. Please, thank-you, excuse me, etc.);* agreeing and disagreeing; requests; interruptions; clarification *(E.g. I don't understand, please repeat that, etc.)*
Identify main ideas in text	Finds main points and supporting details
Understand and express in words important elements of pictures, graphic organizers, diagrams, etc.	Environmental print, glyphs (definition in glossary), street signs, hazard symbols, etc.
Understand and use high frequency cross-curricular words	Identifies multiple-meaning cross-curricular words. *E.g. change, play,run*
Ask and answer questions	*E.g. "Please may I have…"* *E.g. "The answer is 3/8."*
Predict	*E.g. I think the character will be happy.*
Give and follow directions	Gives: *E.g.* Student says, "*My locker is down the hallway.*" Follows: *E.g.* Teacher says, "*Take your book to the library.*"
Identify cause and effect cognitive and language patterns in personal life and in text	*E.g. If you do your homework, then you will understand tomorrow's work.*
Interpret and use register in spoken	Formal and informal

language	*E.g. Mr. Baird is my teacher*
Understand the function and use of appropriate grammatical structures to form generalizations and draw conclusions	*E.g. Most birds fly; The climate in Canada can be cold; It is cold, so I wear a jacket.*
Use language to become familiar with basic technology	*Library, web page, log in, user name, password, etc.*
Use graphic organizers to gather, record, and retrieve information	*E.g.* KWL, Venn diagrams, and retrieval charts
Use various media and technologies to understand and represent ideas	*E.g.* Podcasts, visual representation of ideas, using text-to-speech software, and/or speech to text software
Recognize the communicative functions of written text and oral encounters according to purpose and form	Text features*: titles, pictures, diagrams* Speech Characteristics*: intonation, stress patterns that indicate emotion, intention, and tone*
Create text in the dominant discourse patterns	*E.g.* notes, recipes, personal paragraphs