

HOW TO READ THE FUNCTIONAL DEFINITIONS LISTED IN THE BENCHMARKS

Each definition is defined linguistically and then illustrated by examples. The examples are NOT an exhaustive list of every way to perform a function. They are intended to show possible ways a speaker might perform a particular function. Examples are given in a variety of speech styles and grammatical complexity to demonstrate the different types of language that can be used to perform these functions. Examples are all culturally appropriate.

Vocabulary and structure are tools to perform functions and we can perform a single linguistic function using a variety of structures and words.

We teach functions because our brains focus on functions. Therefore, it is reasonable to organize curriculum around functions. Furthermore, if we just teach structures, students have less flexibility and will have difficulty being creative with language. Some functions overlap, thereby offering an opportunity to recycle forms and vocabulary in the curriculum.

1. Ask follow up questions: eliciting clarification of a statement made in response to an earlier question.
2. Ask for a specific item: requesting that something be handed over or provided.
3. Ask for clarification or repetition: seeking restatement, rephrasing or additional information from an interlocutor to clarify the meaning of a previous utterance.
4. Ask questions about others: eliciting information about other people.
5. Compare things: Comparing or contrasting qualities of things in relation to each other.
6. Confirm obtained information: Checking to make certain that a statement has been correctly understood.
7. Describe mode: stating the means by which some action is accomplished.
8. Describe progressive action: indicating that a particular action or state has begun and has not yet been completed. This includes physical actions, existence and states of being.
9. Describe/Report past events: Stating that an event occurred after the present moment (some of our languages do not make this distinction morphologically, so there it is possible that there could be no morphological difference between the past and present. Context is essential here.)
10. Report future events: stating that events are yet to come, expressing the notion of expectancy of an event or action.
11. Report routine events: stating that events occur regularly or habitually.
12. Report past experience: indicating that one has had a particular experience.

13. Describe sequences of events: expressing a series of events in the order in which they occur.
14. Describe simultaneous events: expressing that two events are occurring at the same time.
15. Describe things: expressing attributes of concrete or abstract things.
16. Engage in greetings: participating in meeting and leave-taking routines using appropriate verbal and non-verbal culturally appropriate behaviors.
17. Express ability: indication that one is more or less capable in some area of endeavor.
18. Express attitudes and personal feelings: showing one's affective attitude towards a person or thing.
19. Express dates and relative time: identifying a day according to its place on the calendar or in relation to seasonal time or in relation to the present day.
20. Express days of the week: identifying a day according to its position in the week.
21. Express duration *of twos*: stating the length of some event or state.
22. Express existence: stating that something exists, either physically or abstractly.
23. Express frequency: stating how often something occurs.
24. Express likes/dislikes: stating one's positive or negative feelings towards some person or thing.
25. Express location: indicating the physical location of a person or object.
26. Express movement: stating that a person or thing moves through space.
27. Express numbers and quantity: indicating the amount of something.
28. Express own physical condition: indicating one's own state of health, physical, emotional and spiritual.
29. Express preferences: indicating that one option is better or more agreeable than some (or all) others.
30. Express supposition and predictions: stating one's belief about the probability that something will take place.
31. Express wants and needs: declaring what one would like to occur with varying degrees of urgency.
32. Give directions: explaining procedures or series of action to another person.

33. Give self introduction: providing information about oneself in a group or one-to-one situation in a culturally appropriate way.
34. Give simple commands and instructions: telling another person to perform an action.
35. Give simple evaluations: expressing one's opinion regarding the value or quality of some person, thing, action or state.
36. Identify and describe physical features: attaching a label or classifier representing a concrete attribute of something.
37. Identify conditions: indicating the state or quality of something (e.g., weather, people, clothing).
38. Identifying things: attaching a name or label to something, including processes or states of being.
39. Issue and respond to invitations: making and accepting/refusing offers to engage in an activity.
40. Make plans: negotiating with someone regarding coordinated action.
41. Make suggestions: offering a plan of action as an option.
42. Negotiate basic social routines: performing predictable social interactions such as thanking, apologizing, greeting and interacting with elders, exchanging pleasantries about weather, an event, family.
43. Negotiate routine telephone exchanges: employing standard language etiquette to answer the phone, make phone calls and take simple messages.
44. Obtain information: eliciting statements from others containing desired information.
45. Request assistance: asking for another person's cooperation or help.
46. Seek permission: requesting of someone that permission be granted.
47. State intentions: indicating that one intends to perform some action or achieve some state.
48. State reasons: giving justification for some action, event or state.
49. Tell and ask time: expressing or inquiring about the time of day in either exact or appropriate terms.
50. Use formulaic expressions: employing set phrases or words in a socially and traditionally appropriate manner.
51. Hold, add to and sustain conversations.

52. Give presentations about the topics studies and other subjects.
53. Be able to speak/pray in the longhouse.
54. Sing when asked.