

# Speaking Across the Curriculum: It's Everyone's Responsibility

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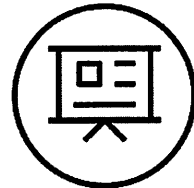
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# Language Functions (ELPAC 2 of 6)

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**Endorsed by:** California Educators Together High-Quality Lessons

**Last Revised:** April 22, 2024

**Exported:** February 19, 2025

**Lesson Length:** 60 Minutes

**Subjects:** English Language Development

**Grades:** Grade 9, Grade 10, Grade 11, Grade 12

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## Lesson Overview

This lesson is designed to support high school English Learners who are at the expanding proficiency level in a designated ELD class in Los Angeles, California. Students will practice scenario based activities to effectively use language functions. The scenarios will be based on events students may experience on and off campus. These activities are aligned with the Language Functions question on the English Language Proficiency Assessment of California (ELPAC).

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## Objectives

- Content Objective: Students will be able identify examples of language functions and use them in a scenario-based activity.
  - Language Objective: Students will be able to engage in a discussion by asking and answering questions focused on the use of language functions.
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## Lesson Segments

### Quick Write (5 minutes)

#### Teacher Notes

- **All directions and tasks for the entire lesson can be found in the Language Functions (ELPAC) Slide Deck, which can be found below.**
  - The teacher will open the lesson with a quick write that models the activities students will do during the lesson. Post the directions slide that has the writing prompt. Students will be writing about whether or not their teacher should assign homework during Winter Break.
  - After three minutes, tell students to talk to a partner and share their response.
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- Students will write for three minutes and answer the prompt individually. They may write using paper or they can use a digital tool.
  - After writing, students will talk with a partner and share their response.

## Resources and Materials

- **Language Functions (ELPAC) Slide Deck - Website**

## Language Functions (ELPAC 2 of 6)

This slide deck include all directions and tasks for the ELPAC Language Functions lesson.

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### Introduction to Academic Language Functions (30 minutes)

Type: Guided Practice

#### Teacher Notes

- The teacher will review information about different types of language functions.
- First, share about academic language functions and how they are used in different content areas. Share an example from a task. Then, share the list with examples from different content areas. Tell students to have a quick discussion with a partner comparing how one language function looks in different content areas. They can use the sentence frames provided. Then, have students work together to complete the Academic Language Functions worksheet where they identify the academic language function by reading sample tasks in different content areas. After students finish, if there is time, ask students to share some of their responses and show students the correct answers.
- Second, share about how some language functions are not explicit, as often happens in conversations with other people. The language function often tells us how we are going to talk with someone and what linguistic strategies we might use. There are several examples to share, all of which are aligned with the ELPAC Speaking language functions questions.
- Then, have students work in pairs to complete the Language Functions Practice Worksheet. They will be analyzing scenarios to match the language function. Then in A/B partnerships, students will practice asking and answering the prompts. This task is what happens during the ELPAC Speaking language function portion.

- Students will listen to information about academic language functions.
- They will apply what they have learned in several paired discussions.
- Students will also complete a language function worksheet and discussion to practice answering the prompts.

#### Resources and Materials

- **Academic Language Functions Worksheet (ELPAC Lesson) - Website**

This worksheet is for the ELPAC Language Functions lesson and allows students to identify academic language functions in content area task.

- **Language Function Practice Worksheet (ELPAC Language Functions Lesson) - Website**

This worksheet allows students to look at specific scenarios and identify the language function being practice. Students will also use the worksheet to engage in paired discussions.

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### School Exploration (20 minutes)

Type: Group Work

#### Teacher Notes

## Language Functions (ELPAC 2 of 6)

- Provide directions and the Language Functions Collection Card to students.
- Explain that they will be going out into the school campus to talk with different people to practice language functions. The Card has specific tasks and students need to ask the person using appropriate language. If correct, the person will stamp their card.
- Depending on the size of the class, a path or order of places to visit might be necessary. This can be created.
- Some pre-work will be necessary to talk with different people on campus to warn them that students will be coming to visit and asking them questions. Provide the person with a stamp or they can sign the students' Collection Card. Provide the employees with some examples of quality questions so they know what to expect.
- It will also be best to have students start at different locations so that they are not all in the same space at one time. The teacher can wander campus in case any students need help finding an office. This is a great activity for newcomers so that they can learn about different resources on campus and get to know people who can help them.
- When students return from visiting people on campus, have them turn in their Language Function Collection Card so that you can review the stamps.

- In pairs, students will find specific locations and people on campus to complete language function tasks. Students will ask a question and if accurate and appropriate, the person will stamp their card.
- When they are done, they will come back to class.

### Resources and Materials

- **Language Function Collection Card (ELPAC Lesson) - Website**

This worksheet will be used by students when they visit people on their school campus and practice language function scenarios by asking questions. The employee will stamp or sign their card.

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### Language Function Reflection (5 minutes)

Type: Formative Assessment

#### Teacher Notes

- After submitting their Language Function Collection Card, students will complete reflection questions as their exit ticket (slide 15):
- 1. What skills did you practice today?
- 2. What is something new you learned today?
- 3. Why do you feel more comfortable asking and answering questions to practice language functions? Give specific examples.
- NOTE: It's recommended to check-in with the people on campus who were visited to get feedback on student responses. They may provide some insight on ways to help students with particular skills.

- Student will write their answers to the reflection questions about the day's activities.

## Assessment

**Assessment Type(s):** Reflection

Students will answer the following questions in writing:

What skills did you practice today and did you learn anything new? Do you feel more confident asking and answering questions to practice language functions? Why?

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## Standards

### English Language Development Standards

- **ELD.PI.9-10.4.Ex** Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).
- **ELD.PI.11-12.4.Ex** Adjust language choices according to the context (e.g., classroom, community), purpose (e.g., to persuade, to provide arguments or counterarguments), task, and audience (e.g., peers, teachers, guest lecturer).

## Language Functions: What do I do?

evaluate  
classify  
persuade  
analyze  
summarize  
infer  
synthesize  
order  
compare  
request  
inform

**Content Objective:** I can identify examples of language function and use them in a scenario.

**Language Objective:** I can have a discussion by asking and answering questions using language functions.

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## Activity 1: Quick Write

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### Quickwrite

**Read at the scenario and write for 3 minutes.**

Your teacher wants to give you homework during Winter Break but you don't think it's a good idea.

What would you say to your teacher?

**03:00**

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## Activity 2: Introduction to Language Functions

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## What are language functions?

Language functions are words that:

- help you know what to DO (they're the verb!)
- give language clues about the purpose of communicating something.
- help you find patterns in language.

**ANALYZE** means I need to think about all the different parts of the problem and decide what was most significant.

Example:

**ANALYZE** the causes of World War II.

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## ACADEMIC LANGUAGE FUNCTIONS

ELA	MATH	SOCIAL STUDIES	SCIENCE
Analyze	Analyze	Analyze	Analyze
Argue	Classify	Classify	Classify
Describe	Compare	Compare	Demonstrate
Evaluate	Constrast	Constrast	Explain
Explain	Demonstrate	Describe	Hypothesize
Interpret	Describe	Evaluate	Interpret
Justify	Explain	Examine	Justify
Narrate	Hypothesize	Explain	Model
Synthesize	Model	Identify	Observe
	Prove	Interpret	
	Solve	Justify	
		Locate	

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## Cross-Curricular Academic Language Functions

How do academic language functions get used in different content areas. Talk with your partner and COMPARE how one academic language function is used in two different content areas.

You can use these sentence frames:

- In \_\_\_\_\_ (content area), when we \_\_\_\_\_ (function), we \_\_\_\_\_.
- This is similar/different in \_\_\_\_\_ (content area) when we \_\_\_\_\_ (function) to \_\_\_\_\_.

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## Where do I academic find language functions?

Your teachers, textbooks, and assessments use academic language functions all the time!



Just look at the directions, a question, or problem you are working on and you'll be able to find the language function.

Let's practice!

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## Where do I find language functions?

Look at the examples listed on the worksheet.

Circle the academic language function that tells you what you would DO for the task.

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## Where do I find language functions?

Sometimes that language function isn't always clear. It's something that communicated between the speaker and the receiver of the message.



For example, imagine this situation:

**PERSUADE**

Your teacher wants to give you homework during Winter Break but **you don't think it's a good idea.**

What would you say to your teacher?

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## Where do I find language functions?

For example, imagine this situation:

*You and your friend are working on a project and you want to know if they are done with their part.*

*What would you say to your friend?*

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## Where do I find language functions?



For example, imagine this situation:

*You and your friend are working on a project and **you want to know** if they are done with their part.*

You would probably **ASK FOR INFORMATION** in the form of a question.

YOU are the speaker and YOUR FRIEND is the receiver. How do you effectively communicate what you want to them?

*What would you say to your friend?*

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## Where do I find language functions?

Another example:

*You want to go see a movie with your friend on Friday night.*

*What would you say to your parent?*

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## Where do I find language functions?



Another example:

*You want to go see a movie with your friend on Friday night.*

You would probably **ASK FOR PERMISSION** in the form of a question.

YOU are the speaker and YOUR PARENT is the receiver. Would there be an ineffective way to communicate what you want?

*What would you say to your parent?*

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## Language Function Practice

### STEP 1: ANALYZE THE SCENARIOS

With a partner, read each situation and match the appropriate language function.

### STEP 2: DISCUSS WITH YOUR PARTNER

Then, take turns asking and answer the questions.

- Partner A will ask the odd questions and Partner B will answer.
- Partner B will ask the even questions and Partner A will answer.

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## Activity 3: School Exploration

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## Language Function Practice

Let's practice using some language functions.

In pairs, you are going to go around school to talk with some people.

Use your Language Function Directions and Collection Card to get stamps once you have completed the task.

Return to class when you are done and there will be one final task.

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## **Activity 4: Reflection**

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## **Reflection**

Write a reflection answering the following questions:

1. What skills did you practice today?
2. What is something new you learned today?
3. Why do you feel more comfortable asking and answering questions to practice language functions? Give specific examples.

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## ACADEMIC LANGUAGE FUNCTIONS

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### **DIRECTIONS**

Read each prompt and CIRCLE the verb that lets you know what you need to DO for the task.

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1. Compare how liquids, solids, and gases are created using water as an example.
2. Using the political cartoon, analyze how the cartoonist uses symbolism to create their message.
3. After you solve the problem, explain the steps you took to find the answer.
4. Read the first chapter of the book and then describe the main character's conflict with their parents.
5. Graph the three functions and compare how they look by discussing the different slopes.
6. Watch the video and hypothesize how the worker escaped the hole that he was stuck in using physics.
7. Explain the three main causes of World War I.



## LANGUAGE FUNCTIONS PRACTICE

### STEP 1: ANALYZE THE SCENARIOS

With a partner, read each situation and match the appropriate language function.

### STEP 2: DISCUSS WITH YOUR PARTNER

Then, take turns asking and answer the questions.

- Partner A will ask the odd questions and Partner B will answer.
- Partner B will ask the even questions and Partner A will answer.

### LANGUAGE FUNCTION OPTIONS

ask for information	ask for permission	ask for assistance	persuade
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1. You are trying to edit your essay but are not sure if you are doing it correctly. What would you say to your teacher?

\_\_\_\_\_

2. You want to go to the football game on Friday but your friend does not. What would you say to your friend?

\_\_\_\_\_

3. You did not do well on your last math test and you would like to know when tutoring is available. What would you say to your teacher?

\_\_\_\_\_

4. You are at a store buying a shirt but cannot find your size. What would you say to the store employee?

\_\_\_\_\_

5. You are meeting a new student in class and want to know how to say their name correctly? What would you say to the new student?

\_\_\_\_\_

6. You are at the library and would like to use the computer to print an essay. What would you say to the librarian?

\_\_\_\_\_

7. You are eating dinner at a restaurant and would like a refill on your drink. What would you say to the waiter?

\_\_\_\_\_

8. Your school decided that cell phones are not allowed and you disagree. What would you say to your principal?

\_\_\_\_\_

**LANGUAGE FUNCTIONS COLLECTION CARD**

**STEP 1: ANALYZE THE SCENARIOS**

<b>LANGUAGE FUNCTION OPTIONS</b>			
<b>STAMP</b>	<b>LOCATION/ PERSON</b>	<b>LANGUAGE FUNCTION</b>	<b>TASK</b>
	Media Center Librarian	Requesting Information	You need a book about World War II and don't know where to look.
	Tech Office Tech Support	Requesting help	Your Chromebook is not charging and you need help.
	Guidance Office Clerk	Requesting information	You need a copy of your transcript.
	Activities Office	Requesting assistance	You want to attend the next school dance but don't know where to buy a ticket.
	Guidance Counselor	Requesting information	You want to change your schedule and add a new class.
	Attendance Office	Requesting assistance	You were absent from class and don't know where to turn in your excuse letter.