



KINDERGARTEN TO GRADE 12  
CURRICULUM FRAMEWORK FOR  
EAL/LAL PROGRAMMING

Section 4a Early Years

EAL Acquisition Continuum

DRAFT



# EARLY YEARS EAL ACQUISITION CONTINUUM

## 1. Domain: Linguistic Competence

Students will use English confidently and competently for communication, personal satisfaction, and further learning.

| <b>Cluster 1.1</b>  |  |  |  |
|---|--|--|--|
| By the end of each stage, students will be able to use English to:  |  |  |  |
| <b>Demonstrate use of linguistic elements.</b>  |  |  |  |
| Strand  | Stage 1  | Stage 2  | Stage 3  |
| 1.1.1 Use sound and symbol systems<br><i>a. Demonstrate understanding of pronunciation</i>                          | Mimic pronunciation of words and short phrases <ul style="list-style-type: none"> <li>including English intonation and stress patterns (e.g., <i>question</i>)</li> </ul>  | Pronounce most English sounds accurately <ul style="list-style-type: none"> <li>despite some difficulty with specific sounds (e.g., <i>th</i>)</li> </ul> Use English intonation and stress patterns to convey meaning   | Use consistently clear and comprehensible pronunciation <ul style="list-style-type: none"> <li>with or without evidence of an accent</li> </ul> Comprehend and use standard English intonation and stress patterns in words and sentences to convey intended meanings and feelings <ul style="list-style-type: none"> <li>using age-appropriate words and sentences</li> </ul> |
| 1.1.1 Use sound and symbol systems<br><i>b. Demonstrate understanding of symbol system (phonological awareness)</i> | Demonstrate an understanding that letters represent speech sounds <ul style="list-style-type: none"> <li>using some elements of the sound-symbol system</li> <li>in modelled oral and written situations (e.g., <i>copy letters and words encountered in their environment</i>)</li> </ul> | Use many elements of the sound-symbol system to decode and generate oral and written texts <ul style="list-style-type: none"> <li>in structured situations</li> <li>with guidance (e.g., <i>use consonants and some vowels consistent with the sounds they wish to represent</i>)</li> </ul> | Use most elements of the sound-symbol system to comprehend and generate oral and written text <ul style="list-style-type: none"> <li>consistently and independently with some accuracy</li> <li>using some phoneme blends and vowel sounds (e.g., <i>decipherable invented spelling</i>)</li> </ul>  |

|                                       |  |   |  |
|---------------------------------------|--|---|--|
| 1.1.2 Use lexicon                     | <p>Know and use an emergent repertoire of words and phrases</p> <ul style="list-style-type: none"> <li>■ in familiar contexts</li> </ul> <p><i>(see suggested topics following Strand 1.1.5)</i></p>               | <p>Know and use a developing repertoire of words and phrases</p> <ul style="list-style-type: none"> <li>■ for familiar classroom, academic, and social purposes</li> </ul> <p><i>(see suggested topics following Strand 1.1.5)</i></p>  | <p>Know and use an expanded repertoire of words and phrases</p> <ul style="list-style-type: none"> <li>■ for a variety of age-/grade-appropriate classroom, academic, and social purposes</li> </ul> <p><i>(see suggested topics following Strand 1.1.5)</i></p>                         |
| 1.1.3 Understand grammatical features | <p>Recognize and use simple English structures</p> <ul style="list-style-type: none"> <li>■ using phrases or short sentences</li> </ul> <p><i>NB: At this stage, frequent errors may impede communication.</i></p> | <p>Experiment with a developing range of simple English structures</p> <ul style="list-style-type: none"> <li>■ by attempting to generate rules</li> <li>■ by attempting to self-correct</li> <li>■ demonstrating some awareness of tense</li> <li>■ using few prepositions</li> </ul> <p><i>NB: At this stage, errors may still occasionally impede meaning.</i></p> | <p>Demonstrate sufficient control of basic structures of English</p> <ul style="list-style-type: none"> <li>■ by interacting effectively in age-/grade-appropriate oral and written communication</li> </ul> <p><i>NB: At this stage, occasional errors will not impede meaning.</i></p> |
| 1.1.4 Understand mechanical features  | <p>Recognize and use basic English mechanical features</p> <ul style="list-style-type: none"> <li>■ in modelled situations</li> </ul> <p><i>(e.g., copy a short sentence)</i></p>                                  | <p>Experiment with basic English mechanical features</p> <ul style="list-style-type: none"> <li>■ with support</li> </ul> <p><i>(e.g., generate a list)</i></p>   | <p>Recognize and use basic English mechanical features</p> <ul style="list-style-type: none"> <li>■ consistently</li> <li>■ with limited support</li> </ul>  |
| 1.1.5 Understand discourse features   | <p>Experiment with and use basic English discourse features in oral, written, and visual texts</p> <p><i>(e.g., joining two nouns with "and")</i></p>  | <p>Experiment with and use a developing range of basic English discourse features</p> <p><i>(e.g., first..., and then..., filling in a graphic organizer)</i></p>   | <p>Recognize and use basic English discourse features with some consistency and growing awareness of meaning</p> <p><i>(e.g., because)</i></p>   |

**Early Years Suggested Topics for Development of Lexicon**  
(supporting Strand 1.1.2)

| Stage 1  |  | Stage 2   |
|--|--|---|
| <p>Know and use an <b>emergent</b> repertoire of words and phrases in familiar contexts, within the following areas of experience:</p> <ul style="list-style-type: none"> <li>■ People around me               <ul style="list-style-type: none"> <li>■ greetings</li> <li>■ basic personal information</li> <li>■ family</li> </ul> </li> <li>■ People and their physical characteristics               <ul style="list-style-type: none"> <li>■ the human body</li> <li>■ basic health and hygiene</li> <li>■ simple personal actions</li> <li>■ clothing</li> <li>■ colours</li> <li>■ common emotions</li> </ul> </li> <li>■ Activities               <ul style="list-style-type: none"> <li>■ daily routines/activities</li> <li>■ foods and meals</li> <li>■ favourite pastimes</li> <li>■ celebrations—personal and cultural</li> </ul> </li> <li>■ Weather and seasons               <ul style="list-style-type: none"> <li>■ activities for seasons</li> </ul> </li> <li>■ Home               <ul style="list-style-type: none"> <li>■ basic types of housing</li> <li>■ rooms and furnishings</li> <li>■ responsibilities</li> </ul> </li> <li>■ Classroom and school               <ul style="list-style-type: none"> <li>■ essential school supplies</li> <li>■ simple actions/routines</li> <li>■ people who work in the school</li> <li>■ core subjects</li> <li>■ school schedules</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>■ building facilities</li> <li>■ classroom furnishings</li> <li>■ safety/health</li> <li>■ homework</li> <li>■ Community               <ul style="list-style-type: none"> <li>■ addresses</li> <li>■ public places</li> <li>■ community helpers</li> <li>■ public transportation</li> <li>■ directions</li> <li>■ essential shopping</li> <li>■ animals and plants</li> </ul> </li> </ul> <p><b>Know and use foundational academic vocabulary</b> related to key themes and concepts from the core subject areas, including, among other topics:</p> <ul style="list-style-type: none"> <li>■ Numeracy               <ul style="list-style-type: none"> <li>■ cardinal and ordinal numbers</li> <li>■ money</li> <li>■ time/calendar</li> <li>■ measurement</li> <li>■ shapes</li> <li>■ sizes</li> <li>■ basic arithmetic and symbols</li> </ul> </li> <li>■ ICT               <ul style="list-style-type: none"> <li>■ computer terms/hardware</li> </ul> </li> <li>■ Canada               <ul style="list-style-type: none"> <li>■ flag</li> <li>■ Manitoba places relevant to students</li> <li>■ basic landforms relevant to students</li> </ul> </li> </ul> | <p>Know and use a <b>developing</b> repertoire of words and phrases for familiar classroom, academic, and social purposes, within the following areas of experience:</p> <p>Expansion of topics introduced in Stage 1, plus</p> <ul style="list-style-type: none"> <li>■ People around me               <ul style="list-style-type: none"> <li>■ personality traits</li> <li>■ friendships</li> <li>■ relationships</li> </ul> </li> <li>■ Community               <ul style="list-style-type: none"> <li>■ places and transportation</li> <li>■ popular stores and restaurants</li> <li>■ shopping</li> </ul> </li> <li>■ Activities               <ul style="list-style-type: none"> <li>■ sports and exercise</li> <li>■ family vacations and travel</li> <li>■ community recreation opportunities</li> </ul> </li> <li>■ Occupations in the wider community</li> <li>■ Classroom and school               <ul style="list-style-type: none"> <li>■ assignments, assessment, reporting</li> <li>■ participating in the school community</li> <li>■ special days, clubs, teams, field trips, school events</li> </ul> </li> <li>■ Arts and entertainment               <ul style="list-style-type: none"> <li>■ musical instruments</li> <li>■ performing</li> <li>■ movies and television shows</li> </ul> </li> </ul> |

*continued*

**Early Years Suggested Topics for Development of Lexicon (continued)**  
(supporting Strand 1.1.2)

| Stage 2  | Stage 3   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>■ Communications and entertainment technology               <ul style="list-style-type: none"> <li>■ media types</li> <li>■ computer programs as relevant to classroom and personal use</li> </ul> </li> <li>■ Canada and Canadian culture               <ul style="list-style-type: none"> <li>■ Canadian holidays and celebrations</li> <li>■ map of Canada</li> </ul> </li> <li>■ Essential vocabulary related to key themes and content in social studies, science, mathematics, the arts, physical education and health curricula, and ICT</li> <li>■ High-frequency general academic vocabulary that can be taught in a concrete, meaningful way</li> </ul> | <p>Know and use an <b>expanded</b> repertoire of words and phrases for a variety of age-/grade-appropriate classroom, academic, and social purposes, including the following:</p> <p>Expanded repertoire of increasingly complex vocabulary required for interpersonal communication</p> <p>Expansion of topics introduced in Stages 1-2, plus</p> <ul style="list-style-type: none"> <li>■ Student needs and interests</li> <li>■ General academic vocabulary</li> <li>■ Common specialized and some abstract vocabulary related to themes, content, and processes across age-/grade-level curriculum</li> </ul> |  |

**Cluster 1.2**

By the end of each stage, students will be able to use English to:

**Demonstrate language competence**

| Strand                    | Stage 1   | Stage 2  | Stage 3  |
|---------------------------|---|--|--|
| 1.2.1 Listen and view     | <p>Listen to and understand simple words, word clusters, and sentences</p> <ul style="list-style-type: none"> <li>■ in structured situations</li> <li>■ using hands-on and active experiences</li> <li>■ using visual aids, gestures, role-playing, pictures, realia, etc.</li> <li>■ in familiar classroom routines and social contexts</li> </ul> | <p>Listen to and understand the gist of an oral or multimedia discussion or presentation</p> <ul style="list-style-type: none"> <li>■ supported through hands-on and active experiences</li> <li>■ using visual aids</li> <li>■ on a range of familiar topics and, with preparation, new topics</li> </ul>                           | <p>Understand essential information and supporting details of an extended dialogue or an age-/grade-appropriate oral or media presentation</p> <ul style="list-style-type: none"> <li>■ in familiar and new topics<br/><i>(e.g., a read-around)</i></li> </ul> |
| 1.2.2 Speak and represent | <p>Produce orally meaningful phrases, social formulas, and simple sentences</p> <ul style="list-style-type: none"> <li>■ in structured situations</li> <li>■ with or without visual aids such as drawings, physical movement, gestures, and realia</li> </ul>   | <p>Express meaning spontaneously</p> <p>Produce with guidance a short oral presentation</p> <ul style="list-style-type: none"> <li>■ on a personal or familiar topic</li> <li>■ in structured situations</li> <li>■ possibly supported with visual aids<br/><i>(e.g., retelling a story or experience, show and tell)</i></li> </ul> | <p>Produce a short prepared or spontaneous oral or multimedia presentation</p> <ul style="list-style-type: none"> <li>■ with minimal support</li> <li>■ on a personal or researched topic</li> <li>■ with or without visual aids</li> </ul>                    |
| 1.2.3 Read and view       | <p>Begin to recognize and gain meaning from simple words and sentences</p> <ul style="list-style-type: none"> <li>■ with extensive modelling and guidance</li> <li>■ on familiar topics</li> <li>■ with pictures, repetition, and patterns</li> </ul>   | <p>Read and gain meaning from a series of connected sentences</p> <ul style="list-style-type: none"> <li>■ on familiar topics in an increasing range of text forms used in the classroom and in different subject areas</li> <li>■ with structured support</li> <li>■ using visual aids</li> </ul>                                   | <ul style="list-style-type: none"> <li>■ Read and understand the main idea and some supporting details</li> <li>■ with guidance,</li> <li>■ in near grade-level texts dealing with familiar and new topics</li> <li>■ using visual aids</li> </ul>             |

|  |   |   |  |
|--|---|---|--|
| <p>1.2.4 Write and represent</p>             | <p>Write simple words and sentences on familiar topics or events</p> <ul style="list-style-type: none"> <li>■ drawing on the student's oral repertoire</li> <li>■ with extensive modelling and/or guidance</li> <li>■ with or without using simple representations<br/><i>(e.g., drawings, to aid communication)</i></li> </ul> | <p>Produce a simple text of several interrelated ideas</p> <ul style="list-style-type: none"> <li>■ on a familiar topic</li> <li>■ in a structured situation</li> <li>■ with guidance</li> <li>■ by using or not using simple representations to aid communication<br/><i>(e.g., complete sentence starters, write a patterned book)</i></li> </ul> | <p>Produce an extended series of interrelated ideas dealing with a familiar personal or academic topic</p> <ul style="list-style-type: none"> <li>■ spontaneously and/or with guidance</li> <li>■ in structured or unstructured age-/grade-appropriate situations</li> </ul> |
| <p>1.2.5 Demonstrate interactive fluency</p> | <p>Engage in simple and short classroom or social interactions using words, phrases, or simple sentences</p> <p>Indicate understanding or lack of understanding with gestures or a short phrase</p>   | <p>Manage simple, routine interactions</p> <ul style="list-style-type: none"> <li>■ without undue difficulty</li> <li>■ asking for repetition or clarification when necessary</li> </ul>  | <p>Manage longer and more complex social and classroom interactions with ease</p> <ul style="list-style-type: none"> <li>■ seldom needing repetition or clarification</li> </ul>   |



**Cluster 1.3**

By the end of each stage, students will be able to use English to:

**Demonstrate use of  
socio-cultural/socio-linguistic elements**

| Strand   | Stage 1   | Stage 2   | Stage 3  |
|--|---|---|--|
| 1.3.1 Use language appropriately in different contexts | Listen to and observe different levels of formality of language as used in their environment<br><i>(e.g., on the playground, teacher to parent)</i> | Experiment with formal and informal uses of language in familiar contexts<br><i>(e.g., "buddy" vs. "friend")</i>  | Use the appropriate level of formality for the variety of people and contexts in their lives   |
| 1.3.2 Use idiomatic expressions                        | Notice common idiomatic expressions among peers   | Experiment with common idiomatic expressions  | Use learned idiomatic expressions appropriately in new contexts  |
| 1.3.3 Use variations in language                       | Experience a variety of voices<br><i>(e.g., male/female)</i>  | Experience a variety of accents and variations in speech  | Begin to understand some variations in language  |
| 1.3.4 Understand social conventions                    | Use basic social expressions appropriate to the classroom<br><i>(e.g., "Mr. Smith," "please/thank you")</i>   | Recognize verbal behaviours that are considered impolite  | Use appropriate conventions in a variety of contexts<br><i>(e.g., how to interrupt a conversation)</i>   |
| 1.3.5 Understand non-verbal communication              | Understand the meaning of and imitate some common non-verbal behaviours used in English culture<br><i>(e.g., raise the hand in class)</i>           | Recognize non-verbal behaviours that are considered appropriate or inappropriate <ul style="list-style-type: none"> <li>■ with familiar people<br/><i>(e.g., physical contact, personal space)</i></li> </ul> | <i>Interpret and use appropriate non-verbal communication techniques</i> <ul style="list-style-type: none"> <li>■ in a variety of age-/grade-appropriate contexts</li> </ul> |

**Cluster 1.4**

By the end of each stage, students will be able to use English to:

**Demonstrate knowledge of how discourse is organized, structured, and sequenced**

| Strand   | Stage 1   | Stage 2   | Stage 3  |
|--|---|---|--|
| 1.4.1 Demonstrate cohesion/coherence             | <p>Recognize and order sequential elements of a simple familiar story, process, or series of events</p> <ul style="list-style-type: none"> <li>with visual support<br/><i>(e.g., place in order pictures of a simple story)</i></li> </ul>  | <p>Recognize the connections between several sentences on a single topic</p> <ul style="list-style-type: none"> <li>with guidance</li> </ul> <p>Link several sentences on a single topic using simple link words or phrases<br/><i>(e.g., "in the morning...", "and then...")</i></p> | <p>Produce an oral and/or written text of several connected sentences on a single topic using simple organizational patterns</p> <ul style="list-style-type: none"> <li>with guidance<br/><i>(e.g., beginning/middle/end, cause-effect)</i></li> </ul> |
| 1.4.2 Use text forms                             | <p>Recognize and attempt to make meaning of simple text forms</p> <ul style="list-style-type: none"> <li>including commonly encountered forms</li> <li>with preparation<br/><i>(e.g., recognize when an announcement is being made, draw a birthday card with copied greeting)</i></li> </ul> | <p>Recognize and use a range of simple text forms</p> <ul style="list-style-type: none"> <li>with guidance</li> <li>in everyday and classroom situations<br/><i>(e.g., reader's response, daily journal of a few sentences, use a calendar to plan week)</i></li> </ul>               | <p>Recognize and use a variety of simple text forms</p> <ul style="list-style-type: none"> <li>in age-/grade-appropriate settings</li> <li>with occasional support</li> </ul>  |
| 1.4.3 Demonstrate patterns of social interaction | <p>Respond using very simple social interaction patterns<br/><i>(e.g., question-answer, greeting-response)</i></p>  | <p>Initiate interactions, and respond using simple social interaction patterns<br/><i>(e.g., request-acceptance/refusal)</i></p> <p>Use simple conventions to open and close conversations and to manage turn-taking</p>  | <p>Combine simple social interaction patterns to perform a variety of transactions and interactions<br/><i>(e.g., invitation-acceptance/refusal with explanation)</i></p> <p>Actively participate in group discussions</p>                             |

## Domain 2: Contextual Applications

Students will acquire and use English in a variety of contexts and for a variety of purposes.

| <b>Cluster 2.1</b>   |  | By the end of each stage, students will be able to use English to:   |  |  |
|--|--|--|--|--|
|  |  |  |  | <b>Meet personal needs and interests</b> |
| Strand   | Stage 1  | Stage 2  | Stage 3  |  |
| 2.1.1 Express emotions and personal perspectives<br><i>a. Share ideas, thoughts, opinions, and preferences</i> | Express simple preferences in short one- or two-word statements<br><br>Express a simple personal response (e.g., <i>respond to a song or story</i> )   | Identify favourite people, places, or things<br><br>Express a personal response to a variety of situations   | Record and share thoughts and ideas with others<br><ul style="list-style-type: none"> <li>■ by expressing opinions</li> <li>■ by inquiring about and responding to others' opinions</li> </ul> <i>(e.g., keep journal of ideas for stories)</i>  |  |
| 2.1.1 Express emotions and personal perspectives<br><i>b. Share emotions, feelings</i>                         | Respond to and express basic emotions and feelings <ul style="list-style-type: none"> <li>■ with modelling</li> <li>■ using single words or phrases</li> </ul> <i>(e.g., "I'm sad/mad/happy." "Happy Grandma coming.")</i>   | Identify and express a variety of basic emotions and feelings <ul style="list-style-type: none"> <li>■ with a narrow range of appropriate expressions</li> <li>■ with support</li> <li>■ in familiar contexts</li> </ul> <i>(e.g., "She mad at her friend. I help her.")</i>                                     | Identify, express, and respond to a variety of emotions and feelings <ul style="list-style-type: none"> <li>■ in situations commonly encountered at this age</li> <li>■ with socially appropriate English</li> </ul> <i>(e.g., "What happened? Are you okay?")</i>   |  |
| 2.1.2 Use language for imaginative purposes and personal enjoyment   | Participate in creative and aesthetic language activities <ul style="list-style-type: none"> <li>■ without necessarily understanding meaning</li> </ul> <i>(e.g., group recitation of a poem or chant, clap to songs, respond to humorous interpretative storytelling)</i> | Imitate and experiment with English language word play to elicit a response from peers<br><br>Begin to use English creatively and for aesthetic purposes <ul style="list-style-type: none"> <li>■ with support and modelling</li> </ul> <i>(e.g., to tell an oral or written story; play with rhyming words)</i> | Interpret and express humour and word play in a variety of age-appropriate contexts<br><br>Consciously choose English words to achieve creative and aesthetic effects <ul style="list-style-type: none"> <li>■ with support</li> <li>■ in a variety of simple personal texts</li> </ul> <i>(e.g., write a short patterned poem, add details to make a sentence more interesting)</i> |  |

|  |  |  |  |
|--|--|--|--|
| <p>2.1.3 Extend their knowledge of the world<br/><i>a. Solve problems</i></p>              | <p>Observe and experience problem-solving situations in the classroom<br/><i>(e.g., between peers, learning activities)</i></p>  | <p>Report simple statements of problems and participate in problem-solving situations</p> <ul style="list-style-type: none"> <li>■ with guidance</li> <li>■ in familiar settings</li> </ul> <p><i>(e.g., "My zipper is stuck" "What I do now?" "The boy [in the story] lost his key.")</i></p> | <p>Describe and analyze straightforward personal problems or problems in subject areas</p> <ul style="list-style-type: none"> <li>■ with support</li> </ul> <p><i>(e.g., recess conflicts, word problems in math)</i></p> <p>Generate solutions to problems<br/><i>(e.g., "You could do this or maybe you could do that.")</i></p> |
| <p>2.1.3 Extend their knowledge of the world<br/><i>b. Explore opinions and values</i></p> | <p>Listen to and attempt to understand the main idea of simple statements of opinion</p> <ul style="list-style-type: none"> <li>■ in common personal and classroom situations</li> </ul> | <p>Respond to ideas and products of peers with short appropriate statements</p> <ul style="list-style-type: none"> <li>■ with guidance</li> </ul> <p><i>(e.g., "I like that." "You do good job.")</i></p>  | <p>Avoid and discourage the use of English words and expressions that hurt or degrade other people<br/><i>(e.g., makes poster of language of respect versus playground put-downs)</i></p>  |

DRAFT

**Cluster 2.2**

By the end of each stage, students will be able to use English to:

**Communicate and interact with others to meet  
group needs and interests**

| Strand   | Stage 1   | Stage 2  | Stage 3  |
|--|---|--|--|
| 2.2.1 Manage personal relationships (form, maintain, and change relationships) | <p>Use common formulas to exchange greetings and farewells, address a new acquaintance, and introduce themselves</p> <p>Exchange some basic personal information (e.g., "My country is ____." "I have two sisters.")</p>  | <p>Initiate and participate in casual exchanges with classmates</p> <ul style="list-style-type: none"> <li>■ with occasional support (e.g., "Do you want to play soccer?" "She's on my team.")</li> </ul>  | <p>Recognize and respond to explicit positive or negative verbal behaviours to oneself or others in personal interactions (e.g., compliments, insults, congratulations, encouragement, such as, "Way to go!" "Out of my way!")</p>   |
| 2.2.2 Impart and receive information   | <p>Share basic information</p> <ul style="list-style-type: none"> <li>■ using words or simple phrases (e.g., name)</li> </ul> <p>Identify people, places, and things that are real and relevant to student experiences</p> <p>Copy essential information for personal use (e.g., date, friend's phone number)</p> <p>Copy pictures, words, and phrases into simple graphic organizers</p> | <p>Ask for and provide information</p> <ul style="list-style-type: none"> <li>■ with guidance</li> <li>■ on familiar topics</li> <li>■ in structured situations</li> </ul> <p>Respond to simple, predictable questions (e.g., yes/no and wh--? questions)</p> <p>Describe basic characteristics of people, places, and things</p> <p>Record essential information in a graphic organizer</p> | <p>Describe people, places, things, series, or sequences of events or actions with some details</p> <ul style="list-style-type: none"> <li>■ with support</li> </ul> <p>Provide information on several aspects of an academic topic</p> <ul style="list-style-type: none"> <li>■ with support (e.g., give a simple report, share facts about past events)</li> </ul> |
| 2.2.3 Get things done<br>a. Guide actions of others                            | <p>Indicate basic needs and wants (e.g., "Washroom please." "I need drink.")</p> <p>Give and respond to simple oral instructions or commands (e.g., "Open your book." "Line up." "Go to the gym.")</p>  | <p>Give and respond to common daily instructions, warnings, and other requests (e.g., "Slow down." "Move over, please." "Can I borrow your marker?" "Sure.!")</p>  | <p>Give and respond to suggestions, advice, and warnings in a variety of everyday situations</p> <p>Encourage others to take a course of action (e.g., "Let's play soccer." "Do you want to work with me?")</p>  |

|  |  |   |  |
|--|--|---|--|
| <p>2.2.3 Get things done<br/><i>b. State personal actions</i></p>  | <p>Ask for permission<br/>Indicate willingness to do something</p>   | <p>State personal actions in the past<br/>(e.g., "Yesterday, I go to store." "In gym, we play new game.")</p>   | <p>State personal actions in the past, present, or future<br/><br/>State personal intentions<br/>(e.g., "I'll help you." "When I get big, I want to be a basketball player.")</p>  |
| <p>2.2.3 Get things done<br/><i>c. Manage group activities</i></p> | <p>Respond to the rules of turn-taking<br/>Respond to inappropriate behaviour of others through non-verbal communication and simple expressions<br/>(e.g., "Please stop.")</p> | <p>Manage turn-taking<br/>(e.g., "It's your turn.")<br/><br/>Encourage other group members to act appropriately and fairly<br/>(e.g., "No cuts!" [in line at the drink fountain] "Wait for your turn!")</p> | <p>Check with peers for agreement or understanding<br/>(e.g., "Let's do it this way, okay?")<br/><br/>Express disagreement in an appropriate way<br/>(e.g., "I don't like that.")<br/><br/>Express encouragement and compliments<br/>(e.g., "Good job! Way to go!")<br/><br/>Persuade others to take a course of action<br/>(e.g., "We should... so...")</p> |

DRAFT

**Cluster 2.3**

By the end of each stage, students will be able to use English to:

**Transfer prior learning and acquire new learning**

| Strand  | Stage 1   | Stage 2  | Stage 3  |
|---|---|--|--|
| 2.3.1 Express themselves in a variety of academic contexts and for academic purposes<br><i>a. Transfer prior academic and subject-area knowledge, concepts, and skills</i>                    | Attempt to connect prior L1 academic learning with basic concepts and skills for foundational academic purposes in English <ul style="list-style-type: none"> <li>with visuals, realia, and/or their first language</li> </ul>  | Begin to connect prior L1 academic and subject-area learning with newly acquired English vocabulary and structures <ul style="list-style-type: none"> <li>with visuals, realia, and/or their first language</li> </ul> <i>(e.g., use math skills learned in L1 to solve word problems in English)</i>  | Consistently draw on prior L1 academic and subject-area learning to enhance academic learning in English   |
| 2.3.1 Express themselves in a variety of academic contexts and for a variety of academic purposes<br><i>b. Acquire new knowledge, concepts, and skills (for the subject areas) in English</i> | Attempt to add new knowledge, concepts, and skills in English to prior L1 learning for foundational academic purposes <ul style="list-style-type: none"> <li>with visuals, realia, and/or their first language</li> </ul>   | Begin to add a developing range of new knowledge, concepts, and skills for academic tasks in English <ul style="list-style-type: none"> <li>with visuals, realia, and/or their first language</li> </ul>   | Draw on the full range of new knowledge and skills to enhance academic learning and successfully complete a range of English language grade-level academic tasks |
| 2.3.2 Express themselves in a variety of non-academic contexts and for a variety of non-academic purposes<br><i>a. Transfer prior knowledge, concepts, and skills</i>                         | Attempt to connect prior L1 learning and basic concepts and skills for everyday communication and participation in the community <ul style="list-style-type: none"> <li>with visuals, realia, and/or their first language</li> </ul> <i>(e.g., try to join peers, play soccer at recess, respond to common traffic signs)</i> | Begin to draw on prior L1 learning for a range of everyday communication and participation in the community in English <ul style="list-style-type: none"> <li>with visuals, realia, and/or their first language</li> </ul> <i>(e.g., find constellation from sky at home and point it out to a friend; find children's books at the library)</i> | Consistently draw on prior L1 learning to enhance everyday communication and participation in the community in English   |

|  |   |  |  |
|--|---|--|--|
| <p>2.3.2 Express themselves in a variety of non-academic contexts and for a variety of non-academic purposes<br/><i>b. Acquire new knowledge, concepts, and skills</i></p> | <p>Attempt to add new knowledge, concepts, and skills in English to prior L1 learning for everyday communication and participation in the community</p> <ul style="list-style-type: none"> <li>■ with visuals, realia, and/or their first language</li> </ul> <p><i>(e.g., ask for English word for a word known in L1)</i></p> | <p>Begin to add a developing range of new knowledge, concepts, and skills for everyday communication and participation in the community in English</p> <ul style="list-style-type: none"> <li>■ with visuals, realia, and/or their first language</li> </ul> <p><i>(e.g., with adult assistance, get a library card)</i></p> | <p>Draw on the full range of new knowledge and skills to enhance everyday communication and participation in the community</p> |
|--|---|--|--|

DRAFT



## Domain 3: Intercultural Competency and Global Citizenship

Students will acquire the knowledge, skills, and attitudes that will enable them to participate, communicate, and contribute to an interdependent, multilingual, and multicultural local and global society.

| <b>Cluster 3.1</b>   |   | By the end of each stage, students will be able to use English to:  |  |  |
|--|---|---|--|--|
|  |   | <b>Develop and use knowledge and understanding of themselves as bilingual-bicultural/multilingual-multicultural learners</b>  |  |  |
| Strand   | Stage 1   | Stage 2   | Stage 3  |  |
| 3.1.1 Affirm and value first language and culture          | Begin to identify similarities and differences between English and prior languages learned ( <i>e.g., different alphabets</i> ) | Recognize and share with others information concerning similarities and differences among their first language, English, and other languages<br><br>Recognize and share with others information concerning their cultural heritage and other cultures they have encountered | Welcome opportunities to use their first or prior languages for personal and educational purposes<br><br>Welcome opportunities to use their knowledge of their cultural heritage for personal and educational purposes |  |
| 3.1.2 Value diversity                                      | Participate in activities and experiences that involve people of diverse backgrounds and reflect elements of different cultures | Collaborate with other learners of diverse backgrounds and interests, and begin to recognize the value of different languages, cultures, and other forms of diversity   | Explore the value of different languages, cultures, and other forms of diversity<br><br>Begin to explore diversity and similarities in the classroom, school, and local community                                      |  |
| 3.1.3 Explore personal, academic, and career opportunities | Demonstrate an interest in learning English and participating in class and school cultures                                      | Identify some personal uses they have made of their knowledge of the English language and Canadian culture in the school or community   | Identify the value of knowing more than one language   |  |

**Cluster 3.2**

By the end of each stage, students will be able to use English to:

**Develop and use knowledge and understandings concerning Canada’s peoples and its development as a nation society**

| Strand  | Stage 1   | Stage 2   | Stage 3  |
|---|---|---|--|
| 3.2.1 Demonstrate knowledge of Canada’s geography, history, and development | Know a few basic words and facts related to Canadian geography  | Know selected basic vocabulary and concepts related to<br>a. Canadian geography<br>b. peoples of Canada<br>c. development of Canada as a nation<br>■ as relevant to the grade level | Have a basic understanding of key facts and concepts related to<br>a. Canadian geography<br>b. peoples of Canada<br>c. development of Canada as a nation<br>■ as relevant to the grade level |
| 3.2.2 Demonstrate knowledge of Canada’s peoples, cultures, and traditions   | Participate in activities and experiences that reflect traditional and contemporary elements of Canadian culture and heritage (e.g., holidays, celebrations, music, dance, art, literature, sports, and food) | Know selected symbols, landmarks, and famous people of Canada<br>■ as relevant to the grade level   | Experience cultural elements of diverse origins that reflect the diversity of Canada’s peoples   |

**Cluster 3.3**

By the end of each stage, students will be able to use English to:

**Develop and use knowledge and understandings  
about global citizenship**

| Strand   | Stage 1  | Stage 2  | Stage 3  |
|--|--|--|--|
| 3.3.1 Demonstrate intercultural communication            | <p>Begin to be aware of and recognize some similarities and differences in cultural characteristics, behaviours, and communication patterns</p> <ul style="list-style-type: none"> <li>as reflected in the classroom, school, and local community</li> </ul> | <p>Show some awareness of how culture affects communication and relationships with others through experiences in the classroom, school, and local community</p> <p>Recognize that the same behaviour can have different meanings in different cultures</p> | <p>Begin to explore how the same values may be reflected in different behavioural patterns based on culture</p>                                |
| 3.3.2 Demonstrate interdependence and building community | <p>Observe and participate in classroom and school activities, as compatible with family beliefs</p>   | <p>Participate cooperatively in daily classroom duties, and support peers and classmates</p>   | <p>Demonstrate a willingness and ability to cooperate and work with others in a mutually respectful manner within the classroom and school</p> |

## Domain 4: Strategies

Students will develop and use a repertoire of strategies effectively to manage personal, social, and academic language learning demands, learn Canadian English, and learn through Canadian English.

| <b>Cluster 4.1</b>                    |   | By the end of each stage, students will be able to use English to:   |  |  |
|---------------------------------------|---|--|--|--|
|                                       |   | <b>Demonstrate use of language learning strategies</b>   |  |  |
| Strand                                | Stage 1   | Stage 2  | Stage 3  |  |
| 4.1.1 Use cognitive strategies        | Use simple cognitive strategies to enhance language learning <ul style="list-style-type: none"> <li>■ modelled<br/><i>(e.g., imitate sounds or intonation; perform actions to match the words of a song)</i></li> </ul>   | Use a variety of simple cognitive strategies to enhance language learning <ul style="list-style-type: none"> <li>■ with guidance<br/><i>(e.g., associate new words or expressions with familiar ones; make a personal picture dictionary)</i></li> </ul>                                   | Identify and use a variety of cognitive strategies to enhance language learning <ul style="list-style-type: none"> <li>■ with or without guidance<br/><i>(e.g., group together sets of things with similar characteristics)</i></li> </ul>     |  |
| 4.1.2 Use metacognitive strategies    | Use simple metacognitive strategies to enhance language learning <ul style="list-style-type: none"> <li>■ modelled</li> <li>■ with guidance<br/><i>(e.g., check copied writing for accuracy)</i></li> </ul>   | Use a variety of simple metacognitive strategies to enhance language learning <ul style="list-style-type: none"> <li>■ with guidance<br/><i>(e.g., rehearse or role-play language before task; listen for the key words)</i></li> </ul>  | Identify and use a variety of metacognitive strategies to enhance language learning <ul style="list-style-type: none"> <li>■ with or without guidance<br/><i>(e.g., reflect on learning tasks with the guidance of the teacher)</i></li> </ul> |  |
| 4.1.3 Use social/affective strategies | Use simple social and affective strategies to enhance language learning <ul style="list-style-type: none"> <li>■ in modelled situations<br/><i>(e.g., seek the assistance of a friend to interpret a text; repeat new words and expressions heard in conversations, and make use of them as appropriate)</i></li> </ul> | Use a variety of simple social and affective strategies to enhance language learning <ul style="list-style-type: none"> <li>■ with guidance<br/><i>(e.g., participate in shared reading experience; understand that making mistakes is a natural part of language learning)</i></li> </ul> | Identify and use a variety of social and affective strategies to enhance language learning <ul style="list-style-type: none"> <li>■ with or without guidance<br/><i>(e.g., work cooperatively with peers in small groups)</i></li> </ul>       |  |

**Cluster 4.2**

By the end of each stage, students will be able to use English to:

**Demonstrate use of language use strategies**

| Strand                          | Stage 1   | Stage 2  | Stage 3   |
|---------------------------------|---|--|---|
| 4.2.1 Demonstrate receptivity   | Use simple reading and listening strategies to aid comprehension <ul style="list-style-type: none"> <li>in modelled situations<br/><i>(e.g., use illustrations to aid comprehension; observe words and gestures and intonation to aid comprehension)</i></li> </ul>   | Use a variety of simple reading and listening strategies to aid comprehension <ul style="list-style-type: none"> <li>with guidance<br/><i>(e.g., listen or look for key word; use knowledge of the sound-symbol system to aid reading comprehension)</i></li> </ul>                                  | Identify and use a variety of reading strategies to aid comprehension <ul style="list-style-type: none"> <li>with or without guidance<br/><i>(e.g., make connections between text and prior knowledge of experience; determine the purpose of listening)</i></li> </ul>   |
| 4.2.2 Demonstrate productivity  | Use simple speaking and writing strategies to enhance language learning <ul style="list-style-type: none"> <li>in modelled situations<br/><i>(e.g., copy what others say or write; use illustrations to provide detail when producing their own texts)</i></li> </ul> | Use a variety of simple speaking and writing strategies to enhance language learning <ul style="list-style-type: none"> <li>with guidance<br/><i>(e.g., use familiar repetitive patterns from stories, songs, rhymes, or media; use familiar sentence patterns to form new sentences)</i></li> </ul> | Identify and use a variety of speaking and writing strategies to enhance language learning <ul style="list-style-type: none"> <li>with or without guidance<br/><i>(e.g., use resources to increase vocabulary; use descriptions, explanations, or various words and phrases to compensate for lack of specific forms [circumlocution])</i></li> </ul> |
| 4.2.3 Demonstrate interactivity | Use simple interactive strategies to enhance language learning <ul style="list-style-type: none"> <li>in modelled situations<br/><i>(e.g., interpret and use non-verbal cues such as pointing and miming to communicate)</i></li> </ul>                               | Use a variety of simple interactive strategies to enhance language learning <ul style="list-style-type: none"> <li>with guidance<br/><i>(e.g., ask for clarification or repetition when they do not understand)</i></li> </ul>   | Identify and use a variety of interactive strategies to enhance language learning <ul style="list-style-type: none"> <li>with or without guidance<br/><i>(e.g., start again using a different tactic when communication breaks down)</i></li> </ul>   |

**Cluster 4.3**

By the end of each stage, students will be able to use English to:

**Demonstrate use of general learning strategies**

| Strand                                | Stage 1  | Stage 2   | Stage 3  |
|---------------------------------------|--|---|--|
| 4.3.1 Use cognitive strategies        | Use simple cognitive strategies to enhance general learning <ul style="list-style-type: none"> <li>■ in modelled situations<br/><i>(e.g., use models; connect what they already know with what they are learning)</i></li> </ul>                             | Use a variety of simple cognitive strategies to enhance general learning <ul style="list-style-type: none"> <li>■ with guidance<br/><i>(e.g., use word maps, diagrams or other graphic representations to make information easier to understand and remember)</i></li> </ul>      | Identify and use a variety of cognitive strategies to enhance general learning <ul style="list-style-type: none"> <li>■ with or without guidance<br/><i>(e.g., classify objects and ideas according to their attributes; formulate key questions to guide research)</i></li> </ul> |
| 4.3.2 Use metacognitive strategies    | Use simple metacognitive strategies to enhance general learning <ul style="list-style-type: none"> <li>■ in modelled situations<br/><i>(e.g., manage their own physical working environment, such as keeping separate workbooks for subjects)</i></li> </ul> | Use a variety of simple metacognitive strategies to enhance general learning <ul style="list-style-type: none"> <li>■ with guidance<br/><i>(e.g., make a plan in advance about how to approach a task: "First, we..., and then we....")</i></li> </ul>                            | Identify and use a variety of metacognitive strategies to enhance general learning <ul style="list-style-type: none"> <li>■ with or without guidance<br/><i>(e.g., develop criteria for evaluating their own work)</i></li> </ul>  |
| 4.3.3 Use social/affective strategies | Use simple social and affective strategies to enhance general learning <ul style="list-style-type: none"> <li>■ in modelled situations<br/><i>(e.g., watch others' actions and copy them)</i></li> </ul>   | Use a variety of simple social and affective strategies to enhance general learning <ul style="list-style-type: none"> <li>■ with guidance<br/><i>(e.g., use support strategies to help peers persevere at learning tasks; offer encouragement, praise, and ideas)</i></li> </ul> | Identify and use a variety of social and affective strategies to enhance general learning <ul style="list-style-type: none"> <li>■ with or without guidance<br/><i>(e.g., be willing to take risks and try unfamiliar tasks and approaches)</i></li> </ul>                         |