Senior Years
Literacy, Academics, and Language (LAL) Literacy Courses

LAL Literacy Phase 1B—Half-Credit Course

LAL Literacy Phase 1B

Introduction

Who are 1B learners? Learners who are entering LAL Phase 1B are beginning EAL learners who have had little prior formal schooling even though they are adolescents or young adults, or they have completed the 1A. They have limited literacy skills in any language and have been developing their basic interpersonal communication skills (BICS) in English. Students will learn to listen, answer, decode, copy, and match, as well as learn some coping strategies to ideas and goals in the classroom setting. The goal of LAL Phase 1B instruction is to help students

- adapt to the classroom, school environment, and the local community
- continue to develop basic interpersonal communication skills (BICS) in English
- develop emergent literacy skills and focus on academic subject-area skills

Some of the general characteristics that may be seen in students entering Phase 1B include demonstrating the ability to make meaning of their world through interactions with others. Our LAL 1B students may have had rich life and cultural experiences or a limited range of experiences and exposure to life beyond their immediate surroundings. Some of our LAL 1B students may also have experienced significant disruptions in life and may or may not have developed strong coping strategies. They will demonstrate a range of oral communication skills in their home/dominant language (ranging from limited to well developed).

The purpose of the LAL 1B course is to focus on curricular outcomes from the Manitoba LAL curriculum, including linguistic competencies, the contextual applications, intercultural awareness, and literacy strategies. In the LAL 1B course, students will be asked to demonstrate their understanding of specific skills related to each strand through vocabulary topics within a theme that are designed to enhance a rich language learning environment for fundamental literacy building.

There will be extensive teacher direction required in Phase 1B for learners to perform basic tasks and to function within and outside the school setting (e.g., changing for gym, crossing the street, navigating the community and services). Teachers will use lots of direct teaching for specific skills and goals in the Phase 1B course. Teacher will use a variety of approaches to enhance language building, such as Total Physical Response (TPR), Language Experience Approach (LEA), hands-on projects, chants, and teacher read-alouds, to help LAL 1B students in the learning environment.

LAL Literacy Courses

All LAL literacy courses will have topics infused throughout each half-credit course.

- Indigenous Knowledge and Perspectives
- Manitoba Global Competencies
- Safe and Caring Schools
- Technology and Social Media

LAL Literacy Phase 1B: Vocabulary Themes

The Vocabulary Themes for the Phase 1A LAL Literacy course are based on the Suggested Topics for Lexicon Development List in the LAL Literacy curriculum document.

Themes	Vocabulary Topics of 1B
Inflused Topics	Indigenous Knowledge and Perspectives • Manitoba Global Competencies Safe and Caring Schools • Technology and Social Media
People	• human body • emotions
Characteristics of People and Places	• community services: 911, hospitals • eye doctor, dentist, walk-in clinic • animals and plants
Activities	• hobbies • leisure activities
Important Dates/ Seasons	• celebrations (how/why) • birthdays and official documents • variations in calendar (ordinal numbers)
Weather/Geography	• apps/temperature • national geography: provinces, weather patterns
Home	• appliances and repairs • building: elevator, escalator, floors
Classroom/School	• building and facility • classroom furnishings • safety and health • assignments, assessments, and report cards • local school events, community, and extracurricular
Workplace	• identify aptitudes and areas for growth • career options
Community	• public transportation • essential shopping • pets
Social-Emotional Learning	• regulation strategies: asking for needs and wants • self-awareness
Academic Language	• core vocabulary: ELA, social studies, science, and math

Themes	Vocabulary Topics of 1B
Technology and Social Media	• media types • apps on phones • school-based technology and applications
Indigenous Perspectives	• Medicine Wheel • relationship to the land

LAL Literacy Phase 1B: Linguistic Strand

The Linguistic Strand is the domain where students will use English confidently and competently for communication, personal satisfaction, and further learning.

Learning Targets (from the LAL curriculum)	1B Checklist of Learning Outcomes (literacy skills and LAL content)
Phonological awareness	• uses long and short vowels • uses diagraphs and blends • uses word families • uses rhyme • uses intonation of yes/no questions
Grammatical features	• uses simple wh- questions and responses (affirm./neg.) • uses simple yes/no questions and responses • uses "there is/there are" contractions • uses affirmative and negative statements with "be, do, have" and other high-frequency verbs • uses simple present, continuous, and simple past tenses with high-frequency verbs such as "be, do, have" • uses modal auxiliary verbs (e.g., can / have to + verb) • uses singular/plural (e.g., count/non-count) • uses simple conjunctions (e.g., and, or, but) and simple prepositions of time and place (e.g., in, on, at, next to, on the right) • uses simple frequency adverbs (e.g., always, sometimes, never) and possessive adjectives (e.g., my, your, her, our) • uses subject pronouns
Mechanical and discourse features (words, sentences—oral and written text)	• writes basic patterned phrases or short sentences (e.g., "I like…", "This is…"), with/without support • uses basic punctuation (e.g., period, question mark) • writes simple and familiar words (3–5 letters) • labels pictures with assistance • uses repertoire of familiar words
Listening and viewing	• recognizes letters of words when spelled or dictated • recognizes/responds to simple questions/statements in familiar contexts (e.g., weather, family, employment) • follows one-step or two-step directions in a familiar context to complete a simple task • recognizes/responds to requests for repetition • recognizes/responds to personal information questions • identifies and responds to simple expressions indicating lack of understanding

LAL Literacy Phase 1B: Linguistic Strand

The Linguistic Strand is the domain where students will use English confidently and competently for communication, personal satisfaction, and further learning.

Learning Targets (from the LAL curriculum)	1B Checklist of Learning Outcomes (literacy skills and LAL content)
Speaking and representing	• produces and responds to common greetings and polite expressions with or without visual aids such as physical movement, realia, and pictures) • demonstrates some control in language structures in social interactions • produces simple ideas using key words and short phrases in routine and familiar situations • answers simple questions with some details • expresses likes and dislikes • expresses lack of understanding (e.g., "Speak slower.", "Please rephrase.")
Reading and viewing	• understands the relationship between words and sentences • demonstrates vocabulary development of repeated patterns within a text • comprehends simple sentences • scans for specific text features (e.g., command words in instructions, titles, visuals, headings) • skims for textual cues on familiar topics with support • follows directions on a map • reads sentences about location using prepositions • reads and understands simple instructions that include pictures or modelling • identifies main idea and sequencing in texts
Writing and responding	• writes basic personal information (e.g., address, phone number, email) • conventionally spells simple familiar words (3–5 letters) • generates lists (e.g., to-do list, grocery, needs, events, homework, likes and dislikes…) • completes a sentence using supports such as a sentence starter or cloze sentence
Knowledge of sociocultural and sociolinguistic elements	• identifies and uses different levels of formality of language • imitates age-appropriate idioms • experiences a variety of informal voices (e.g., humour, fun, tone, sarcasm) • uses basic social expressions appropriate to the classroom (e.g., "Excuse me", "Please") • imitates some common non-verbal behaviours used in Canadian culture (e.g., nodding, personal space, eye contact, raising hands)
Knowledge of how discourse is organized	• orders sequential elements of a simple familiar story, process, or series of events with visual support and modelling (e.g., sequence with sentences) • begins to organize, structure, and sequence simple texts with modelling and support (e.g., recognize and respond to school communication, simple letters, and forms) • responds using simple social interaction patterns in face-to-face situations (e.g., question–answer, invitation accept/decline)

LAL Literacy Phase 1B: Contextual Applications Strand

The Contextual Application is the domain where students will acquire and use English in a variety of contexts and for a variety of purposes.

Learning Targets (from the LAL curriculum)	1B Checklist of Learning Outcomes (literacy skills and LAL content)
Expressing emotions and personal perspectives	• expresses a simple preference or opinion with a single word or short phrase • responds to others, expressing basic emotions and feelings using single words or short patterned phrases (i.e., with modelling and support verbalizes pleasure, happiness, etc.) (e.g., I am... + adjective)
Using language for imaginative purposes and personal enjoyment	• joins others in simple group language • demonstrates increasingly humorous and creative speech in speaking activities
Extend their knowledge of the world	• identifies simple statements of problems, and begins to negotiate solutions with support in familiar settings • interprets the main idea of simple statements of opinion in familiar social and classroom settings
Managing personal relationships	• addresses a new acquaintance and introduces themselves without support • exchanges basic personal information without support
Imparting and receiving information	• shares information with some details (e.g., meaning of their name) • identifies familiar people and places, and shares some opinions (e.g., favourite places, family relationships) • demonstrates the ability to use the telephone to make an emergency call (e.g., 911, doctor appointment)
Getting things done	• gives and responds to simple oral instructions or commands without support (e.g., "Open your book." "Go to the gym.") • indicates basic needs and wants with some details (e.g., asking permission, "May I…", "I need help.") • indicates willingness to do something using verbal cues • responds appropriately to the rules of turn-taking, and produces statements, questions, and commands • responds appropriately to inappropriate behaviour of others using simple expressions (e.g., "Please stop!" "Let's start.")

Learning Targets (from the LAL curriculum)	1B Checklist of Learning Outcomes (literacy skills and LAL content)
Expressing themselves in a variety of academic contexts	• uses prior knowledge to build upon new learning in social situations with visuals, realia, and their first language • uses basic knowledge, concepts, and skills related to the core subject areas with visuals and realia • identifies basic academic tasks that relate to a cross-section of subject areas without support and modelling
Expressing themselves in a variety of non-academic contexts	• connects basic concepts and skills related to prior learning for everyday communication and participation in the community with visuals, realia, and their first language • uses new knowledge, concepts, and skills for communication and participation in the community with visuals, realia, and their first language

LAL Literacy Phase 1B: Intercultural and Global Citizenship Strand

The Intercultural and Global Citizenship strand is the domain where 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.

Learning Targets (from the LAL curriculum)	1B Checklist of Learning Outcomes (literacy skills and LAL content)
Affirm and value first language and culture and value diversity	• connects new words to first language to make meaning (e.g., personal dictionary, picture dictionary) • identifies important personal cultural celebrations and practices • demonstrates willingness to experience and explore activities involving people from diverse backgrounds and cultures
Explore personal academics and future opportunities	• uses basic vocabulary to communicate understanding of the educational pathway in Canada (i.e., Early Years, Middle Years, Senior Years, university/college/vocational schools) with support • with support, accesses report card and looks for key information • with support, generates a list of age-appropriate places to work in the community • communicates areas of personal interest surrounding career and job paths
Demonstrate knowledge of Canada	• labels capital cities, provinces, and territories in Canada with support • labels provincial flag, bison, canoe, inuksuk, and Turtle Island • explores the people of the area—specific treaties (Medicine Wheel, Talking Circle) • introduces government structure and people (i.e., municipal, provincial, federal, Indigenous government, mayor, premier, prime minister, chief) • shares personal holidays and celebrations, and recognizes those of classmates with support
Demonstrate global citizenship	• with support, demonstrates a developing understanding of the similarities and differences between self and others as positively contributing to class, school, and community culture • attends and demonstrates a basic understanding of various school events

LAL Literacy Phase 1B: Learning and Literacy Strategies Strand

The Learning and Literacy Strategies strand is the domain where students will develop and use a repertoire of strategies effectively to manage personal, social, and academic language learning demands, to use Canadian English, and to learn through Canadian English.

Learning Targets *(from the LAL curriculum)*	1B Checklist of Learning Outcomes *(literacy skills and LAL content)*
Language Learning Strategies	• seeks the precise term to express meaning • groups together sets of things with similar characteristics (e.g., vocabulary, structures) • looks for patterns and relationships • finds information using reference materials such as dictionaries, textbooks, and grammar guidebooks • seeks opportunities outside of class to practise and observe • checks copied writing for accuracy • makes choices about how they learn • rehearses or role-plays language • listens to or reads for keywords • participates in shared reading experiences • seeks the assistance of a friend to interpret a text • works cooperatively with peers in small groups • reduces anxiety by using mental techniques, such as positive self-talk or humour • works with others to solve problems and get feedback on tasks
Language Use Strategies	• assesses their own information needs before listening, viewing, or reading • prepares questions or a guide to note information found in the text • rereads several times to understand ideas • uses various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas • uses familiar repetitive patterns from stories, songs, rhymes, or media • uses illustrations to provide detail when producing their own texts • uses familiar sentence patterns to form new sentences • takes notes when reading or listening to assist in producing their own texts • uses resources to increase vocabulary • asks for clarification or repetition when they do not understand (e.g., "Can you say that again?", "Please repeat the question.")

Learning Targets *(from the LAL curriculum)*	1B Checklist of Learning Outcomes *(literacy skills and LAL content)*
General Learning Strategies	• reflects on learning tasks with the guidance of the teacher • chooses from various study techniques • discovers how their own efforts can affect learning • connects what is already known with what is being learned • reflects upon their own thinking processes and how they learn • decides in advance to attend to the learning task • divides an overall learning task into a number of subtasks • makes a plan in advance about how to approach a task • identifies their own needs and interests • manages their own physical working environment • demonstrates a determination to try, even though mistakes may be made • takes part in group decision-making processes • uses support strategies to help peers persevere at learning tasks (e.g., offers encouragement, praise, ideas) • takes part in group problem-solving processes