



Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

LAL Literacy Phase 2A—Half-Credit Course

LAL Literacy Phase 2A

Introduction

Who are 2A learners? Learners who are entering LAL Phase 2A are emerging LAL/EAL learners who have had some literacy instruction in a formal or informal setting and can demonstrate skills equivalent to LAL 1B or have completed the LAL 1B course. They are developing academic literacy skills as well as using their Basic interpersonal communication skills (BICS) in English. Students will continue to build on the skills they learned in LAL Phase 1 by learning to select, state, label, name, list, sort, complete, and role-play ideas in the classroom setting. The goal of LAL Phase 2A instruction is to help students

- develop good interpersonal communication and foundational academic English language skills
- develop strong basic literacy skills that can be applied across different subject areas
- develop foundational knowledge in all compulsory subjects that are essential for success or of interest to the student in the Middle and Senior Years courses

Some of the general characteristics that may be seen in students entering Phase 2A would be understanding more English than they can communicate verbally. LAL 2A students demonstrate coping strategies and communicate needs (e.g., getting a person to translate for them or approach appropriate people). Some LAL 2A students have experience with reading and writing at an emergent level and may be familiar with a limited range of books. LAL 2A students may also be able to decode simple text and are familiar with classroom, school, and social routines/culture/expectations in a Canadian school setting.

The purpose of the LAL 2A course is to focus on outcomes from the Manitoba LAL curriculum including linguistic competencies, the contextual applications, intercultural awareness, and literacy strategies. In the LAL 2A 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.

Teacher direction is still required but learners in Phase 2A are likely to be more independent in performing basic tasks and functioning within and outside the school setting. Teachers will use lots of direct teaching for specific skills and goals in the Phase 2A course. Teachers will also use a variety of approaches to enhance language building, such as Total Physical Response (TPR), Language Experience Approach (LEA), hands-on projects, and teacher read-

alouds to help students in the learning environment. Teachers with LAL Phase 2A students will also use think-pair-share, role-playing (verbal), group discussion, retelling, process writing, graphic organizers, and group reading to help students.

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 2A: 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.

<i>Themes</i>	<i>Vocabulary Topics of 2A</i>
Inflused Topics	Indigenous Knowledge and Perspectives • Manitoba Global Competencies Safe and Caring Schools • Technology and Social Media
People	<ul style="list-style-type: none"> • personality traits • friendships
Characteristics of People and Places	<ul style="list-style-type: none"> • healthy living • flora and fauna
Activities	<ul style="list-style-type: none"> • sports • recreation • exercise
Important Dates/ Seasons	<ul style="list-style-type: none"> • celebrations • compare and contrast differences and similarities • document: in detail
Weather/Geography	<ul style="list-style-type: none"> • global landforms • space and planets
Home	<ul style="list-style-type: none"> • variety of homes • identity: “Who am I?”; “Where is home?”
Classroom/School	<ul style="list-style-type: none"> • assignments, assessments, and report cards • plagiarism and research • cultural learning styles • technology tools for school • educational requirements
Workplace	<ul style="list-style-type: none"> • resumé • application forms • interview • career planning
Community	<ul style="list-style-type: none"> • driver’s education • maps, directions • popular stores, shopping, and restaurants
Social-Emotional Learning	<ul style="list-style-type: none"> • connecting to your body through regulation strategies • benefits of being self-aware
Academic Language	<ul style="list-style-type: none"> • core academic vocabulary: ELA, social studies, science, math

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<i>Themes</i>	<i>Vocabulary Topics of 2A</i>
Technology and Social Media	<ul style="list-style-type: none"> • identify search terms • cite sources • social media safety and use
Indigenous Perspectives	<ul style="list-style-type: none"> • treaties • residential schools

LAL Literacy Phase 2A: Linguistic Strand

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

<i>Learning Targets (from the LAL curriculum)</i>	<i>2A Checklist of Learning Outcomes (literacy skills and LAL content)</i>
Phonological awareness	<ul style="list-style-type: none"> recognizes word patterns uses rhyme and word meaning uses open and closed syllables uses compound words uses prefixes and suffixes
Grammatical features	<ul style="list-style-type: none"> uses present continuous tense uses modal auxiliary verbs (e.g., can / have to + verb) uses common irregular verbs uses subject-verb agreement uses adjective + noun uses demonstrative adjectives (e.g., this/that, these/those) uses singular/plural (e.g., count/non-count) uses indefinite articles (e.g., some/any, much/many) uses possessive adjectives (e.g., my, your, her, our) uses conjunctions uses simple frequency adverbs
Mechanical and discourse features (words, sentences—oral and written text)	<ul style="list-style-type: none"> uses repertoire of familiar phrases uses a variety of punctuation (e.g., exclamation mark, comma) experiments with connecting words (e.g., and, but, so, however)
Listening and viewing	<ul style="list-style-type: none"> listens for key vocabulary words in contextualized conversations recognizes common words when spelled or dictated with visual aids recognizes/responds to alternative forms of basic questions in familiar contexts follows simple multi-step directions and instructions identifies and responds to more complex expressions indicating lack of understanding uses context clues to get main ideas and to identify details
Speaking and representing	<ul style="list-style-type: none"> produces simple statements, questions, and commands using familiar vocabulary participates in routine social conversations in familiar contexts (e.g., shopping, school) retells a simple story with support expresses ideas and points of view through short oral presentations or interactions asks for repetition or clarification

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<i>Learning Targets (from the LAL curriculum)</i>	<i>2A Checklist of Learning Outcomes (literacy skills and LAL content)</i>
Reading and viewing	<ul style="list-style-type: none"> understands the relationship between sentences and a paragraph develops vocabulary within an increasing range of text forms understands, with support, more complex sentences scans for specific lexicon vocabulary on a given topic skims for specific ideas on familiar topics with support reads interrelated sentences and understands how parts of speech enrich communication reads and summarizes the text uses questioning and context clues to determine meaning demonstrates accuracy in reading
Writing and responding	<ul style="list-style-type: none"> takes notes using a graphic organizer to complete an academic task, with support generates several sentences on a familiar topic with support produces a range of simple and familiar texts on familiar topics (e.g., charts, graphs, menus, directions, recipes, texts, and dialogue)
Knowledge of sociocultural and sociolinguistic elements	<ul style="list-style-type: none"> experiments with formal and informal uses of language contextualizes idioms and expressions experiments with a variety of formal and informal voices in language identifies verbal behaviours that are considered impolite in a variety of contexts recognizes some common non-verbal behaviours used in Canadian culture (e.g., nodding, personal space, eye contact, raise hands)
Knowledge of how discourse is organized	<ul style="list-style-type: none"> uses simple linking words or groups of words with support (e.g., “first,” “second,” “in the morning,” and pronouns) identifies and produces a limited range of simple text forms in guided situations (e.g., advertisements, menus, letters, charts, and graphs) initiates interactions appropriately using simple social interaction patterns in face-to-face situations (e.g., going to the convenience store, buying a bus pass)

LAL Literacy Phase 2A: 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.

<i>Learning Targets (from the LAL curriculum)</i>	<i>2A Checklist of Learning Outcomes (literacy skills and LAL content)</i>
Expressing emotions and personal perspectives	<ul style="list-style-type: none"> identifies favourite people, places, or things, writes down and shares preferences using examples shares and expands repertoire of emotions (e.g., anxious, nervous, excited, terrified, frustrated)
Using language for imaginative purposes and personal enjoyment	<ul style="list-style-type: none"> uses language to share humour and creativity listens to and shares a favourite song or video
Extend their knowledge of the world	<ul style="list-style-type: none"> reports simple statements of problems and participates in problem solving with support (e.g., “My locker won’t open.”; “I forgot my lunch.”) explores opinions and values of peers in social and classroom settings from diverse and common backgrounds (e.g., two stars and a wish, peer feedback forms, peer discussion, elbow partners)
Managing personal relationships	<ul style="list-style-type: none"> participates in casual exchanges with classmates with/without support uses routine means of interpersonal communication appropriately (e.g., telephone call, social media, text messages)
Imparting and receiving information	<ul style="list-style-type: none"> asks for and provides information on familiar topics in structured situations describes basic characteristics of familiar people, places, and things with support (e.g., sister, brother, store, field, barn) records essential information into a graphic organizer with support (e.g., complete a t-chart, Venn diagram)
Getting things done	<ul style="list-style-type: none"> makes and responds to common requests for assistance, warnings, and other requests, with support states, with support, personal actions in the immediate future requests information and expresses needs using language functions with support (gratitude, appreciation, likes and dislikes) manages turn taking (e.g., “It’s your turn.”; “It’s my turn.”) encourages other group members to act appropriately (e.g., “It’s your turn.”; “Please listen.”), with/without support

LAL Literacy Phase 2A: Contextual Applications Strand

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<i>Learning Targets (from the LAL curriculum)</i>	<i>2A Checklist of Learning Outcomes (literacy skills and LAL content)</i>
Expressing themselves in a variety of academic contexts	<ul style="list-style-type: none"> draws on prior life experiences in a limited range of academic tasks with visuals, realia, and their first language uses a limited range of new knowledge, concepts, and skills to complete simple structured academic tasks with visuals and realia demonstrates, with support, the foundational and essential knowledge, skills, and attitudes related to the core subject areas
Expressing themselves in a variety of non-academic contexts	<ul style="list-style-type: none"> explores, with support, a developing range of basic tasks by drawing on prior learning with visuals, realia, and their first language (e.g., communication; participation in the community and workplace) develops, with support, a range of new knowledge, concepts, and skills for everyday communication and participation in the community with visuals, realia, and their first language

LAL Literacy Phase 2A: 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.

<i>Learning Targets (from the LAL curriculum)</i>	<i>2A Checklist of Learning Outcomes (literacy skills and LAL content)</i>
Affirm and value first language and culture and value diversity	<ul style="list-style-type: none"> • recognizes similarities and differences among their first language, English, and other languages. • recognizes and shares similarities and differences between personal cultural heritage and other cultures in the classroom • celebrates, with support, differences found across cultural practices that involve people of diverse cultural backgrounds (e.g., Lunar New Year)
Explore personal academics and future opportunities	<ul style="list-style-type: none"> • knows and can communicate basic understanding for high school graduation (credits and classes) • accesses report card and communicate a basic understanding • identifies possible future careers based on interests • fills out, with support, a basic job application • chooses correct terms to search for job postings in the local area, with or without support • demonstrates an understanding of different educational institutions (e.g., trades, academic, workplace training), with support
Demonstrate knowledge of Canada	<ul style="list-style-type: none"> • identifies key features of provinces and territories with support (e.g., coastal, mountains, prairies, the North) • identifies map features • compares Canadian/provincial symbols with symbols from other places, with support • develops an understanding of Indigenous history in Canada including residential schools, 60s scoop, treaties (e.g., key vocabulary; separated, taken away, European, children, freedom, language) • introduces significant historical and political figures • develops basic understanding of Canadian as a democracy (e.g., vote, ballot, choice, political parties) • shares personal holidays and celebrations as well as recognizes those of classmates
Demonstrate global citizenship	<ul style="list-style-type: none"> • demonstrates an understanding of the similarities and differences between self and others as positively contributing to class, school, and community culture through inclusive actions • understands and participates in school events independently

LAL Literacy Phase 2A: 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.

<i>Learning Targets</i> <i>(from the LAL curriculum)</i>	<i>2A Checklist of Learning Outcomes</i> <i>(literacy skills and LAL content)</i>
Language Learning Strategies	<ul style="list-style-type: none"> • initiates interaction with others • experiments with the language • identifies similarities and differences between aspects of the English language and their own language • uses previously acquired knowledge to facilitate a learning task • associates new words or expressions with familiar ones, either in English or in their own language • places new words or expressions in a context to make them easier to remember • uses induction to generate rules governing language use • perceives and notes unknown words and expressions, noting also their context and function • makes choices about how they learn • reflects on learning tasks with the guidance of the teacher • makes a plan in advance about how to approach a language learning task • reflects on the listening, reading, and writing process • evaluates their own performance or comprehension at the end of a task • keeps a learning log
Language Use Strategies	<ul style="list-style-type: none"> • makes predictions about what they expect to hear or read based on prior knowledge and personal experience • uses key content words or discourse markers to follow an extended text • uses skimming and scanning to locate key information in texts • infers probable meanings of unknown words or expressions from contextual clues • demonstrates awareness of and uses the steps of the writing process (e.g., prewriting [gathering ideas, planning the text, researching, organizing the text], writing, revision [rereading] correction [grammar, spelling, punctuation]) • compensates for avoiding difficult structures by rephrasing • asks for confirmation that the form used is correct • uses other speakers' words in subsequent conversations • uses descriptions, explanations, or various words and phrases to compensate for lack of specific terms

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<i>Learning Targets</i> <i>(from the LAL curriculum)</i>	<i>2A Checklist of Learning Outcomes</i> <i>(literacy skills and LAL content)</i>
General Learning Strategies	<ul style="list-style-type: none"> • distinguishes between fact and opinion when using a variety of sources of information • formulates key questions to guide research • uses word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember • seeks information through a network of sources, including libraries, the Internet, individuals, and agencies • works with others to monitor their own learning • participates in cooperative group learning tasks