



Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

LAL Literacy Phase 2B—Half-Credit Course

LAL Literacy Phase 2B

Introduction

Who are 2B learners? Learners who are entering LAL Phase 2B are emerging EAL learners who have had some literacy instruction in a formal or informal setting and can demonstrate skills equivalent to LAL 2A or have completed the LAL 2A course. They have some academic literacy skills and have been developing their cognitive academic language proficiency (CALP) in English. Students will learn how to define, compare/contrast, summarize, restate, create, find information in simple texts, and use a model for writing simple texts. The goal of LAL Phase 2B instruction is to help students

- develop foundational knowledge in all compulsory and elective subjects that are essential for success or of interest to the student in the Middle and Senior Years courses
- explore and develop long and short-term learning and career plans
- build and develop socio-emotional and cultural connections and supports

Some of the general characteristics that may be seen in students entering Phase 2B would be understanding more language than they can communicate in written context. LAL 2B students demonstrate basic strategies to function in classroom learning and to engage with basic texts (e.g., predicting, accessing prior knowledge, fluency, using illustrations and other strategies to make meaning). Some LAL 2B students have experience with reading and writing at an emergent level and may be familiar with a range of books. LAL 2B students may require additional time and support to complete learner tasks as compared to students with age-appropriate literacy skills. LAL 2B students are familiar with school routines and culture.

The purpose of the LAL 2B 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 2B 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.

Teachers give support to LAL 2B students with increasing independence in reading and academic tasks through models and scaffolds of both task and language to carry out the task. Teachers with LAL Phase 2B students will also use think-pair-share, role-playing (verbal), group discussion, retelling, process writing, graphic organizers, and group reading. Teachers'

approaches will have an emphasis on strategy instruction; analyzing simple informational text accompanied by charts, graphs, and pictures; predicting outcomes; forming and expressing opinions.

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 2B: Vocabulary Themes

The Vocabulary Themes for the Phase 2B 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 2B</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"> • complexity of relationships • symbols and signs
Characteristics of People and Places	<ul style="list-style-type: none"> • sciences: biology terms, chemistry terms • habitats and ecology
Activities	<ul style="list-style-type: none"> • weather • travel
Important Dates/ Seasons	<ul style="list-style-type: none"> • culture • identity
Weather/Geography	<ul style="list-style-type: none"> • world weather patterns • world geography
Home	<ul style="list-style-type: none"> • house vs. home • family structures (compare and contrast)
Classroom/School	<ul style="list-style-type: none"> • graduation pathway • educational institutions • identifying plagiarism and citing research—understanding consequences of plagiarism • school community (what it looks like to be at different educational institutions: trades, academic, workplace)
Workplace	<ul style="list-style-type: none"> • workplace etiquette • workplace safety and rights • workplace interactions • educational pathways for careers
Community	<ul style="list-style-type: none"> • organizations and agencies • volunteering
Social-Emotional Learning	<ul style="list-style-type: none"> • life applications • mental health resources

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<i>Themes</i>	<i>Vocabulary Topics of 2B</i>
Academic Language	<ul style="list-style-type: none"> • core academic vocabulary: ELA, social studies, science, and math
Technology and Social Media	<ul style="list-style-type: none"> • how to research • choice and value of websites
Indigenous Perspectives	<ul style="list-style-type: none"> • awareness of current Indigenous perspectives

LAL Literacy Phase 2B: 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>2B Checklist of Learning Outcomes (literacy skills and LAL content)</i>
Phonological awareness	<ul style="list-style-type: none"> uses root words and derivation uses schwa sound uses inflection in words, questions
Grammatical features	<ul style="list-style-type: none"> uses simple past tense uses future tense (e.g., “will” + verb and “be going to + verb”) uses present perfect tense in high frequency situations uses simple modals (e.g., can/could, may/might, shall/should, will/would, must) in affirm./negative uses simple expressions for giving advice, inviting, and expressing regret uses comparative and superlative adjectives uses adverbs (e.g., too, very, enough) uses verb + infinitive (e.g., want to __, need to __) uses possessives (e.g., girl’s , tom’s) uses object pronouns (e.g., mine, his, hers, theirs, ours) uses conjunctions (e.g., and/or, but, either/neither) uses polite expressions (e.g., would rather, would you mind)
Mechanical and discourse features (words, sentences—oral and written text)	<ul style="list-style-type: none"> independently authors compound sentences uses the following mechanical features (e.g., quotation marks, comma, colon, indent, bulleted list) recognizes and uses basic English discourse features, and explores their use for effect in structured situations (e.g., “I think...”; “First...then...” fill in a graphic organizer)
Listening and viewing	<ul style="list-style-type: none"> responds to statements, questions, and commands using some expanded vocabulary identifies key information/details in a description responds to requests for clarification and elaboration understands more complex language structures distinguishes facts and opinions in conversations recognizes/responds to common idioms
Speaking and representing	<ul style="list-style-type: none"> produces short statements, questions, and commands using unfamiliar vocabulary participates in academic conversations in familiar contexts with support tells a simple story in detail produces a short oral presentation in an academic context with support exchanges ideas after clarification

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<i>Learning Targets (from the LAL curriculum)</i>	<i>2B Checklist of Learning Outcomes (literacy skills and LAL content)</i>
Reading and viewing	<ul style="list-style-type: none"> understands the relationship between paragraph and narrative develops academic vocabulary within different disciplines and academic contexts understands more complex sentences without support scans for specific textual evidence on a given topic skims for specific supporting details reads interrelated multi-paragraph selections from a variety of genres infers from and analyzes the text uses questioning to go beyond the text and make personal connections demonstrates fluency in reading
Writing and responding	<ul style="list-style-type: none"> takes notes using a graphic organizer to complete an academic task, independently produces a simple text of interrelated ideas on a familiar topic produces a range of simple and familiar texts on familiar topics (e.g., reports, narratives, stories, letters, emails, simple opinion, compare and contrast with support)
Knowledge of sociocultural and sociolinguistic elements	<ul style="list-style-type: none"> uses register and code switching appropriately uses idiomatic expressions appropriately demonstrates understanding of variations in language uses social conventions appropriately, and compares and contrasts between Canadian culture and home culture uses non-verbal communication appropriately, and compares and contrasts between Canadian culture and home culture
Knowledge of how discourse is organized	<ul style="list-style-type: none"> identifies the connections between several paragraphs on a single topic identifies and produces a limited range of simple text forms in guided situations (e.g., narratives, reports, stories, poems, and word problems) initiates interactions and responds appropriately using simple social interaction patterns in face-to-face situations (e.g., request–acceptance/refusal; social invitations)

LAL Literacy Phase 2B: 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>2B Checklist of Learning Outcomes (literacy skills and LAL content)</i>
Expressing emotions and personal perspectives	<ul style="list-style-type: none"> verbally expresses preferences in a variety of familiar situations responds in writing and shares personal experiences to explain preferences, emotions, or feelings (e.g., journaling)
Using language for imaginative purposes and personal enjoyment	<ul style="list-style-type: none"> expresses oneself creatively by sharing humour and creativity appropriately with a group (e.g., tell a story, write a poem or song, experiment with the sounds and rhythms of language)
Extend their knowledge of the world	<ul style="list-style-type: none"> communicates problems and initiates solutions in familiar and unfamiliar situations with/without support responds appropriately to ideas, opinions, values, and products of peers from diverse and common backgrounds with/without support (e.g., structured peer feedback form)
Managing personal relationships	<ul style="list-style-type: none"> initiates casual exchanges with classmates without support initiates and maintains relationships with routine means of interpersonal communication appropriately without support
Imparting and receiving information	<ul style="list-style-type: none"> asks for and provides information on topics without support describes characteristics of familiar people, places, and things describes basic characteristics of familiar people, places, and things with support (e.g., older/younger, names of store, purpose of place) records essential, detailed 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 states personal actions in the immediate future requests information and expresses needs using language functions (e.g., apologizing, complementing, giving advice) manages turn taking with some direction and agreement (e.g., who goes first, second...) encourages other group members to act appropriately

LAL Literacy Phase 2B: 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>2B 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 range of academic tasks with visuals, realia, and their first language uses a developing range of new knowledge, concepts, and skills to complete academic tasks with visuals, realia, and their first language demonstrates 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 a developing range of basic knowledge by drawing on prior learning with visuals, realia, and their first language (e.g., communication, participation in the community and workplace) develops 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 2B: 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</i> <i>(from the LAL curriculum)</i>	<i>2B Checklist of Learning Outcomes</i> <i>(literacy skills and LAL content)</i>
Affirm and value first language and culture and value diversity	<ul style="list-style-type: none"> • shares similarities and differences among their first language, English, and other languages • recognizes and shares similarities and differences between personal cultural heritage and other cultures beyond the classroom • collaborates and reflects on significance of diversity
Explore personal academics and future opportunities	<ul style="list-style-type: none"> • identifies and sets goals to work towards high school graduation (e.g., identifies classes required, sets out a high school plan), with support • communicates and shares a basic understanding of their report card comments, and identifies areas that require support and areas of excellence • independently fills out a basic job application • chooses correct terms to search for job postings in the local area • demonstrates an understanding of different educational institutions (e.g., trades, academic, workplace training) • generates and communicates a long-term career plan or path
Demonstrate knowledge of Canada	<ul style="list-style-type: none"> • identifies key features of provinces and territories (e.g., coastal, mountains, prairies, the North) • makes their own flag or cultural symbols • demonstrates an understanding of the Seven Sacred Teachings • identifies one area of the 94 recommendations for Truth and Reconciliation and puts this into action • identifies significant historical and political figures • develops basic understanding of the Canadian electoral process (e.g., candidates, elections, voting) • shares personal holidays and celebrations, recognizes those of classmates, and identifies Canadian holidays and celebrations
Demonstrate global citizenship	<ul style="list-style-type: none"> • supports peers in developing an understanding of the similarities and differences between self and others as positively contributing to class, school, and community culture • understands, participates in, and encourages others to attend school events

LAL Literacy Phase 2B: 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>2B Checklist of Learning Outcomes</i> <i>(literacy skills and LAL content)</i>
Language Learning Strategies	<ul style="list-style-type: none"> • evaluates their own performance or comprehension at the end of a task • experiences various methods of language acquisition, and identifies one or more considered to be personally useful • demonstrates awareness of the potential of learning through direct exposure to the language • knows how strategies may enable coping with texts containing unknown elements • identifies problems that might hinder successful completion of a task and seek solutions • monitors their own speech and writing to check for persistent errors • demonstrates awareness of their own strengths and weaknesses, and identifies their own needs and goals • understands that making mistakes is a natural part of language learning • experiments with various forms of expression, and notes their acceptance or non-acceptance by more experienced speakers • uses self-talk to feel competent to do the task
Language Use Strategies	<ul style="list-style-type: none"> • summarizes information gathered • makes connections between texts on the one hand and prior knowledge and personal experience on the other • uses descriptions, explanations, or various words and phrases to compensate for a lack of specific terms (i.e., circumlocution) • uses a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammar guidebooks) • applies grammar rules to improve accuracy at the correction stage • revises and corrects the final version of text • starts again, using a different tactic, when communication breaks down • uses fillers, hesitation devices, and gambits to sustain conversations
General Learning Strategies	<ul style="list-style-type: none"> • makes inferences, and identifies and justifies the evidence on which these inferences are based • uses previously acquired knowledge or skills to assist with a new learning task • works with others to monitor their own learning • takes responsibility for planning, monitoring, and evaluating learning experiences • monitors their own level of anxiety about learning tasks, and takes measures to lower it if necessary (e.g., deep breathing, laughter) • uses social interaction skills to enhance group learning