Manitoba **Kindergarten to Grade 4** Curriculum Framework
for **English as an Additional Language (EAL)** Programming

EAL Domains of Learning

Early Years EAL Progressions

Glossary

K1234

EARLY YEARS

Version 1.0

Manitoba

This resource is available on the Manitoba Education website at
www.edu.gov.mb.ca/k12/.

Available in alternate formats upon request.

Contents

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Introduction

Terminology

- **English as an additional language (EAL) learners:** Manitoba Education is using the term *English as an additional language* (EAL) to refer to English language programming for linguistically diverse learners in both K–12 and adult education. This term reflects the additive nature of learning another language, and the additive approach is particularly significant in recognizing the strengths and contributions of Manitoba's intercultural, multilingual student population. It refers to students whose first or primary language(s) is other than English and who require specialized programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba's school system. Students who are learning EAL are similar in some ways to students who are learning French, German, or other additional languages in immersion programs in Manitoba schools because, as they are learning their new language (English), they are using it to learn other subjects, such as mathematics, social studies, health, etc.

- **Literacy, academics, and language (LAL) learners:** This refers to learners in the Middle and Senior Years who have significantly interrupted, limited, or no prior school experience and therefore their literacy skills and school-based knowledge are well below an age-appropriate level. See the Middle Years and Senior Years documents for a more complete description of LAL learners and LAL Progressions.

- **The EAL/LAL Progressions** describe student growth in various domains of EAL/LAL learning from beginning to near age-appropriate proficiency.

- For purposes of this document, the abbreviations **EY** for **Early Years, MY** for **Middle Years,** and **SY** for **Senior Years** have been used to differentiate the EAL and LAL Progressions and stage learning goals at different general school levels from the grade levels used to designate content-area curriculum expectations in Manitoba.

- A **framework** is a fundamental structure used as the basis for the assumptions, concepts, principles, and practices that constitute a way of viewing EAL learners.

- **Curriculum,** in the context of students learning an additional language to use for social and academic purposes, includes the totality of what students experience in the educational process (Kelly, 2009). This holistic definition includes planned learning experiences in classrooms (e.g., "explicit curriculum"), experiences that take place outside of classrooms (e.g., extracurricular activities or "informal curriculum"), as well as the "implicit curriculum," which is learned but not explicitly planned for (e.g., social roles). (Note: Since language and culture are inextricably connected, teachers of students learning EAL/LAL need to be aware of and acknowledge the implicit curriculum communicated within schools.)

- **Inclusion** is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community.

Note: Underlined terms that appear in **bold** throughout this document are linked to and defined in the glossary that has been included at the end.

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Definition

EAL is the study of English by students who already speak at least one other language or who come from a home in which one or more other languages are predominately used. Classroom and EAL teachers are jointly responsible for assisting students in becoming proficient in English. EAL programming focuses on key competencies, as well as on the language demands of all subject areas across the curriculum. Programs encompass knowledge about language, how language works, and how it is used in a variety of contexts when speaking, listening, reading, viewing, representing, and writing. These modes are explored and developed through activities in three broad language dimensions: interpersonal use (language in the social context), informational use (language related to learning), and aesthetic use (language needed for personal expression). When using English, students choose vocabulary, sentence structure, linguistic features, and discourse style to convey meaning. These choices are based on the social and linguistic knowledge of the context, medium, and purpose for communicating.

EAL Learners

Important goals of the Manitoba school system include supporting the intellectual, linguistic, and social development of learners in order to enhance their personal, career, and life choices. These goals apply equally to all learners.

To help realize these goals for those learning English as an additional language (EAL), Manitoba educators need to provide services and programming to ensure that the school system is equitable, inclusive, appropriate, relevant, accessible, and accountable.

EAL education should

- assist learners in adding English to their linguistic repertoire and becoming proficient in the language
- provide learning opportunities that will allow learners to continue to develop intellectually and as citizens
- prepare learners to participate successfully in an inclusive classroom and school community
- enable learners
- enhance choices and opportunities for learners to access and benefit from adult and post-secondary learning experiences

Learners whose first or home language(s) is other than English and who require specialized programming and/or additional services to develop English language proficiency are registered as EAL students.

Early Years students who have interrupted or no prior schooling are not identified specifically, because varying degrees of academic foundations and literacy and language development are already an integral part of the curriculum in these grade levels.

LAL Learners

Many newcomer EAL learners bring age-appropriate educational experiences with them, are already literate in one or more languages, and can focus on their new language, culture, and grade-level curricula. However, some newcomer EAL learners have not had the same opportunities for formal schooling for a variety of reasons, including conflict, poverty, natural disasters, or culture. Their academic learning, including literacy and numeracy in their first language, may be disrupted or far behind the age-level expectations for Manitoba schools, and they may not have developed the set of skills needed for success in schooling here. The older the student, the larger the gaps may be. In addition to learning English, students will need to develop foundational literacy, numeracy, and academic/subject area knowledge and skills at the same time they are developing foundational English language competency.

In Manitoba Kindergarten to Grade 12 schools and within this framework, the term *literacy, academics, and language* (LAL) describes the focus of learning for these Middle and Senior Years students. A more complete description of the LAL learner profile and appropriate programming focus is addressed in the Middle and Senior Years documents, under the sections LAL Domains of Learning and LAL Phases. EAL domains of learning are adapted to LAL-specific needs.

Younger EAL learners whose life experiences have included limited exposure to literacy, numeracy, or formal educational settings may also not meet the typical expectations in an Early Years classroom. Specific LAL Phases have not been developed for Early Years students because literacy, numeracy, and academic foundations are already an integral part of the Early Years curriculum. Teachers may also refer to the LAL Phases of the Middle and Senior Years LAL documents to support their student-specific planning.

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Early Years: Manitoba Kindergarten to Grade 4 Curriculum Framework for English as an Additional Language (EAL) Programming

Decision-Making Process to Determine Programming for an EAL Learner

```
Is the student's home language English?
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Yes   No

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Is the student's English language proficiency adequate
to achieve grade-level curricular expectations
without significant supports?
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Yes   No

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Does the student have periods of interrupted or no schooling?
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No   Yes

Regular Programming
(not EAL)

EAL Programming
EAL is the focus of
programming through
specialized instruction within
the contexts of the
subject areas.

LAL Programming
Rewrite subject-area
curriculum to focus on LAL
learning goals appropriate
to student's individual
proficiency phase. Senior Years
learners would register in
LAL literacy and/or numeracy
courses, E-courses, and other
appropriate courses.

EAL and LAL Learners in Manitoba Schools

Indigenous students who come to school speaking one or more Indigenous languages	These learners may • live in a community or home where English is not generally used for everyday communication • have developed good oral skills in their first language(s) • have had limited literacy experiences in their first language • know that English is used in wider Canadian contexts through television and adults' interactions with non-Indigenous people in their community • experience periods of irregular school attendance	Indigenous students fluent in Indigenous language may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Indigenous students who come to school speaking a dialect of English that has been strongly influenced by one or more Indigenous languages	These learners may • live in a community or home where a local dialect of English is generally used in everyday communication • have developed good oral skills in their local dialect of Indigenous English • have limited experience with literacy in their first language • not recognize the distinctions between Indigenous English and the varieties of English used in Manitoba schools (i.e., demonstrate characteristics of Standard English as an additional dialect [SEAD] speakers) • experience periods of irregular school attendance	Indigenous students fluent in Indigenous English may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Newcomers to Canada who have a language background other than English and have age-appropriate schooling	These learners may • be at or above age-appropriate levels of schooling in Manitoba • have developed good oral and literacy skills in another language(s) • have varied experience with certain English skills (e.g., oral) • experience cultural adjustment that affects personal, social, and academic integration	Newcomer students may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Newcomers to Canada who have a language background other than English and who have had periods of interrupted schooling	These learners may • be below age-appropriate levels of schooling in Manitoba • experience cultural adjustment that affects personal, social, and academic integration • suffer from post-traumatic stress disorder • have spent time in refugee camps • have had periods of interrupted schooling • have had no previous schooling	Newcomer students may enter the Manitoba school system at any point throughout Kindergarten–Grade 12

EAL and LAL Learners in Manitoba Schools

Students who are beginning school or who have had **some or all of their schooling in Canada**, and whose home background includes at least one language other than English, and who have limited English proficiency	These learners may • have been born in Canada or elsewhere • come from homes where English is not used or is not the dominant language • come from homes where English is not the only language used • come from homes where English is used as an additional language between parents who do not speak the same first language • have fluent everyday conversational skills in English but difficulty with academic language • have entered school with a good command of both English and (an) other languages(s) but require monitoring and/or additional support	Students with language backgrounds other than English typically enter the Manitoba school system in Kindergarten–Grade 1
Students who speak **Standard English as an additional dialect** (SEAD)	These learners may • be English first-language speakers but speak dialects of English that vary considerably from the variety of English that is typically used in Manitoba schools • not recognize the distinction between their variety of English and the variety commonly used in school	Students who speak SEAD may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Students who are born and educated in **Tyrolean-/German-speaking Hutterite colonies**	These learners may • be placed in multi-grade, multi-level classrooms of between 15–30 students • initially have fluency in German and have limited experience with English • be strongly grounded in Hutterian culture and lifestyles	Students born and educated in German-speaking Hutterite colonies typically enter the Manitoba school system in Kindergarten–Grade 1
Students who are **Deaf or hard of hearing**, and whose first language is a signed language	These learners may • have been born in Canada or elsewhere • have various levels of fluency in the signed language of their home country or in American Sign Language (ASL) • use ASL or a signed language as their first language and develop English through reading and writing as their second language • have language(s) other than English as their second language • attend a mainstream classroom, cluster program, or the Manitoba School for the Deaf	Students with a signed language as their first language may enter the Manitoba school system at any point throughout Kindergarten–Grade 12

Components of the EAL Curriculum Framework

The EAL/LAL Framework provides a structure and the information needed for program planning and assessing student achievement, as well as for developing effective learning programs for the many students in Manitoba schools who are learning English as an additional language. These students are a diverse group and are at different ages and stages of learning English. They are from differing first-language backgrounds and have varying amounts of education in their first language. To accommodate this student diversity and the varying school contexts within Manitoba, the document contains the following:

1. Principles, concepts, and guidelines for practice that support EAL learner success in acquiring language, academic learning, and social integration within a school setting (Sections 1, 2, and 7)
2. General student descriptions at various stages of EAL learning in Early Years (EY), Middle Years (MY), and Senior Years (SY), as well as descriptions of Middle and Senior Years students with EAL needs and limited or significantly interrupted schooling (Section 1.13)
3. A brief discussion of the underlying principles of second language acquisition and learning that have informed the development of the EAL/LAL Framework (Section 2)
4. A description of **domains** of EAL/LAL learning (Sections 3 and 5)
5. A continuum of stages for the EAL/LAL Progressions (Sections 4 and 6)
6. Supporting material on EAL development, issues in second-language teaching, and assessment from an EAL perspective

   The EAL/LAL Progressions are a description of growth in various domains of EAL/LAL learning from beginning to near age-appropriate proficiency. The EAL/LAL Acquisition Continuum comprises the following:

   ■ Four **domains** of learning:
   - linguistic competence
   - contextual applications
   - intercultural competence and global citizenship
   - strategic competence

   ■ **Clusters** of related **strands** of learning within those domains
   ■ Goals for EAL/LAL learning, generally accompanied by **sample descriptors/indicators** that depict the language learning and progressions demonstrated by students as they advance through the stages of the EAL/LAL Progressions

   This progression, with the learning goals and descriptors across the stages, will help teachers gain an overall understanding of student development at different stages of learning and develop appropriate and targeted programs for these students.

The materials identified in #6 also help provide supporting material on EAL development, issues in second-language teaching, and assessment from an EAL perspective also help provide a foundation for programming and instructional decisions. Information and templates to guide the reception and initial assessment of students, educational planning, and monitoring are also included. Finally, several special considerations, including parental involvement, special education considerations, and the relationship to adult EAL programming, are addressed.

The EAL/LAL Framework presents the development of language proficiency as a progression of stages that represents the journey from beginning English to expected age-/grade-level proficiency. The Early Years, Middle Years, and Senior Years use 3, 4, and 5 stages of language progressions respectively (Figure 1). A number of factors were considered in determining the appropriate number of stages, including the complexity of the academic tasks at different grade levels and the corresponding language demands associated with the tasks students are required to perform.
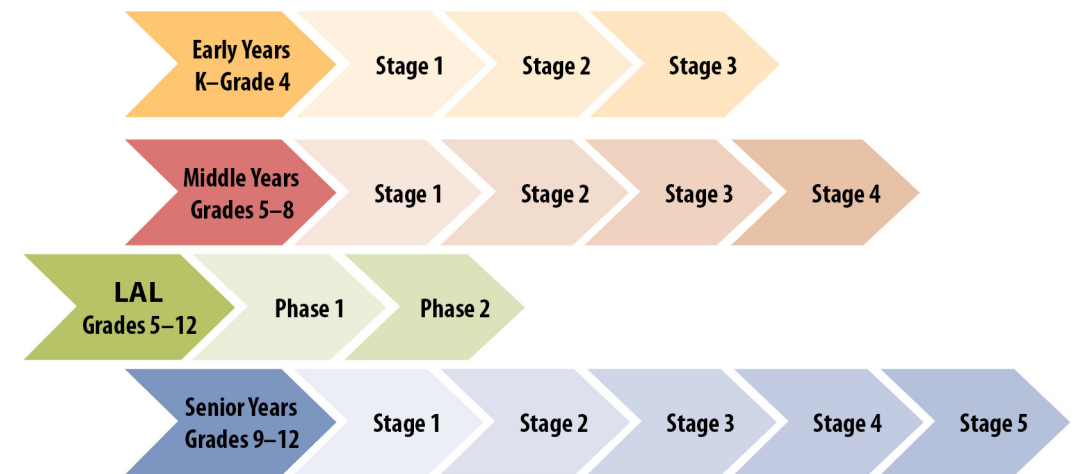

Figure 1: Stages and Phases

These stages should be viewed as relative to age-/grade-level demands of language use. For example, a Grade 7 student needs to use more complex and varied language for a broader range of language functions than a Grade 5 student does. Therefore, end of Middle Years Stage 3 indicates greater proficiency in Grade 7 than in Grade 5.

Because of the increasing demands of language as a student advances from one grade to the next, continued monitoring of students who appear to reach end-stage for any level (i.e., Early Years Stage 3, Middle Years Stage 4, and Senior Years Stage 5) is necessary. Students may need additional language support at a higher grade due to the increased complexity of concepts, texts, and tasks. For example, a Grade 4 student who appears to be end-Stage 3 in Early Years may need additional language supports to be working at end-Stage 4 in Middle Years.

It is important to note that EAL students who have age-appropriate education bring a range of academic and language skills that they will be able to apply to their English language development. For these learners, one of the main purposes of EAL instruction is to activate learners' prior knowledge and to transfer skills and strategies to their learning in the new environment.

The EAL/LAL Curriculum Framework

This EAL/LAL Curriculum Framework provides teachers with tools to

- describe stages of EAL development as students progress towards the age- and grade-level–appropriate learning outcomes expressed in the ELA curriculum frameworks and curriculum frameworks for other subject areas
- plan rich EAL learning experiences that help students progress from one stage of language development to the next
- increase awareness of the many distinct but related elements involved in developing competency in a new language and culture
- assess students' progress in learning English as an additional language
- assist in reporting progress in EAL learning to parents and other teachers

Stages of EAL Learning

The EAL/LAL Continuum is organized as a progression of stages. Each stage includes a learning focus statement, a set of outcomes, and evidence of progress.

EAL students are a highly diverse group, including those who are

- beginning school with minimal or no previous exposure to English
- entering school with little or no previous exposure to English, but with schooling equivalent to that received by their chronological peers in English
- entering school with little or no previous exposure to English, and with little or no previous formal schooling
- entering school with some previous exposure to spoken and/or written English

The EAL/LAL Framework accommodates the diversity in student background and the varying points of entry to school by providing an overview of English language development within three broad bands of schooling:

- Early Years: Kindergarten–Grade 3
- Middle Years: Grades 4–8 (For the purposes of this curriculum, the term *Middle Years* will begin at Grade 4 to accommodate the shift in language needed to access Grade 4 subject-area curricula.)
- Senior Years: Grades 9–12

Within each band, stages of EAL learning are described. The stages refer to language development, not grade-level expectations. They are structured as follows:

- Early Years (Kindergarten to Grade 3): Three Stages EY 1–EY 3
- Middle Years (Grades 4–8): Four Stages MY 1–MY 4
- Senior Years (Grades 9–12): Five Stages SY 1–SY 5

These stages describe the EAL development of students who demonstrate age-appropriate literacy in their dominant language and who have had educational experiences similar to those that would be expected for their age group.

It is important to note that EAL students who have age-appropriate education bring a range of academic and language skills that they will be able to apply to their English language development.

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Early Years: Manitoba Kindergarten to Grade 4 Curriculum Framework for English as an Additional Language (EAL) Programming

Relationship with Manitoba's English Language Arts Curriculum and Other K–12 Subjects

The English language arts (ELA) learning expectations presuppose that students' prior language experiences and earlier literacy development were largely in the English language. The broad literacy emphasis in the ELA curriculum supports the use of English as a means of learning in all subject areas and, in particular, in the development of knowledge, skills, strategies, and attitudes related to the effective use of the English language. The goals for students who are learning English as an additional language are the same, but they take a different learning path towards achieving them. As students are developing English language skills at a different time from their peers, they need appropriate programming that provides for explicit English language teaching, as well as time, support, and exposure to English. The EAL/LAL Continuum provides a map for EAL learning. As their English language proficiency develops, EAL learners will increasingly be able to tackle the learning expectations in the curriculum frameworks for ELA or other subject areas. During this process, however, teachers will base the balance of EAL learning and subject-area learning (including ELA) on the needs of the individual learners.

EAL learners also need to understand and express their understanding using English in all subject areas, so it is important that assessments of progress in subject areas take into account students' development as learners of English. Instruction in all subject areas should be supportive of the needs of students still learning English. To this end, the EAL/LAL Framework will assist teachers across all subject areas and grades to understand the EAL learning pathways and to establish appropriate language learning goals that support content-area learning for individual students.

The EAL/LAL Continuum should be seen as a companion/supplement to the Manitoba ELA curriculum, as well as curricula for other subject areas.

Characteristics of Early Years EAL Learners

Characteristics of an Early Years EAL Learner Exiting **Stage 1**	Characteristics of an Early Years EAL Learner Exiting **Stage 2**	Characteristics of an Early Years EAL Learner Exiting **Stage 3**
General Characteristics • Begins to understand and use simple words and sentences • May be emerging from a silent period • Uses first language and interlanguage frequently • May be familiar with some classroom and playground routines and expectations in Manitoba	**General Characteristics** • Can understand and use conversational and some academic English • Has acquired a vocabulary of keywords and phrases related to familiar and everyday topics • May rely on drawings or other visuals to convey much of the meaning • Uses first language to gain a greater understanding of new concepts	**General Characteristics** • Approaching grade-appropriate competence in day-to-day and academic communication • Makes occasional grammatical and vocabulary errors • Intended meaning is not always clear on the first try • Can often derive meaning of new words from spoken and printed contexts. • Can derive meaning, with occasional assistance, from grade-level texts using decoding and basic comprehension strategies • Can engage with grade-level subject-area content with occasional assistance. • Is able to use a growing range of grade-appropriate academic vocabulary • May require continued support with complex academic language tasks, such as reading word problems
Learner Tasks • Follows simple classroom routines • Shares some personal information using simple words and simple phrases • Responds non-verbally and begins to respond verbally to simple commands, statements, and questions • Constructs meaning from non-print features (e.g., illustrations, visuals, maps, tables, graphs) • Is beginning to construct meaning from simple texts through print features • Imitates and copies from a peer model • Recognizes and prints letters of the alphabet • Can listen, nod yes/no, move, point, finger-play, colour, repeat, copy, draw, demonstrate, show and tell, mime, use puppets, manipulate objects, cut and paste, and create 3-D objects	**Learner Tasks** • Speaks in simple sentences that are comprehensible and appropriate but may contain grammatical errors • Produces simple texts for a specific audience • Writes in simple sentences with frequent grammatical errors • Constructs more meaning from basic texts when they are accompanied by visuals to activate their prior knowledge/experience • Can select, state, label, name, list, sort, complete, assemble cut-up sentences and stories, role-play, engage in readers' theatre, create a web, and complete sentence starter	**Learner Tasks** • Communicates in new social settings • Writes to record personal experiences and thoughts • Composes a text of several connected sentences on a personal or experiential topic using basic punctuation • With scaffolding, engages in grade-level subject-area texts and tasks • Can describe, retell, summarize, compare, write creatively, peer edit, and take leadership in group tasks • Approaching age-appropriate use of standard English
Teaching Approaches • Access prior knowledge and experiences • Make connections with family, home, interests • Make language real with visuals, realia, multisensory support, and multimedia • Provide explicit explanations and explicit language teaching • Provide frequent opportunities for peer-to-peer interaction • Model language, process, and product • Give sufficient time to complete language-based tasks • Use various teaching strategies (e.g., Total Physical Response [TPR], Language Experience Approach [LEA], hands-on projects, singing, chants, teacher read-alouds, guided reading and writing, and peer language "buddy")	**Teaching Approaches** • Access prior knowledge and experiences • Provide explicit explanations, explicit language teaching, and content vocabulary • Offer teacher support and scaffolding for learner success • Model language, process, and product • Provide frequent opportunities for peer-to-peer interaction • Give extra time to complete English language–based tasks • Stage 1 approaches plus think-pair-share, role playing (verbal), group discussion, retelling, process writing, graphic organizers, teacher and group reading, and flexible reading groups	**Teaching Approaches** • Access prior knowledge and experiences • Pre-teach specialized content vocabulary • Provide assistance to learner when choosing appropriate reading material • Continue to model language, process, and product • Continue to give extra time and scaffolding to complete language-based tasks as needed

Manitoba **Kindergarten to Grade 4** Curriculum Framework
for **English as an Additional Language (EAL)** Programming

EAL Domains of Learning

Introduction to the EAL Domains of Learning

The four domains of EAL learning encompass the knowledge, skills, strategies, and attitudes that students need in order to become proficient in the use of the English language for social and academic purposes and to become interculturally competent citizens:

- Linguistic Competency
- Contextual Applications
- Intercultural Competency and Global Citizenship
- Strategic Competency

It is important to recognize that the four domains identified are interdependent elements, as reflected in some of the common descriptors used across the stage learning goals. Though the domains have been separated for purposes of clarity in this curriculum document and to aid in assessment, instruction planning, and delivery, they should be regarded as complementary and overlapping elements of a comprehensive curricular approach (see Figure 2). Similarly, the domains and this curriculum framework should be viewed as complementary to the existing provincial K–12 curriculum documents.

The clusters and strands within each domain identify the component knowledge, skills, strategies, and attitudes that contribute to the domains. Within each strand, learning goals are identified for each stage.

The EAL domains, including their clusters, strands, and learning goals, are based on the following premises:

- Learners have had prior age-/grade-appropriate education and have strong literacy skills in one or more languages.
- The focus in terms of academic learning is on
  - transferring prior academic knowledge, concepts, and skills to English
  - developing appropriate subject-area knowledge, skills, and attitudes where there are gaps
  - enabling access to grade-level curriculum
- Learners need to develop a repertoire of vocabulary and language structures required for a range of academic subjects. This requires developing foundational subject-area vocabulary as well as more complex vocabulary. Students need to develop a repertoire of essential academic subject-area vocabulary from K–12 or to the student's age-/grade-appropriate level.

As students develop their English language skills, they will increasingly focus on developing the language required for academic subject-area learning. However, at Stages 1–2, the focus is on developing basic interpersonal communication skills and foundational language required for a variety of academic tasks and subject areas.

To help EAL learners achieve academic success and gain essential skills required for the workplace and for active citizenship, EAL programming should weave together both EAL and content- and subject-based instruction. As learners progress through stages of language development, the instructional program must increase academic English development and the development of subject area–specific knowledge, language, and skills.
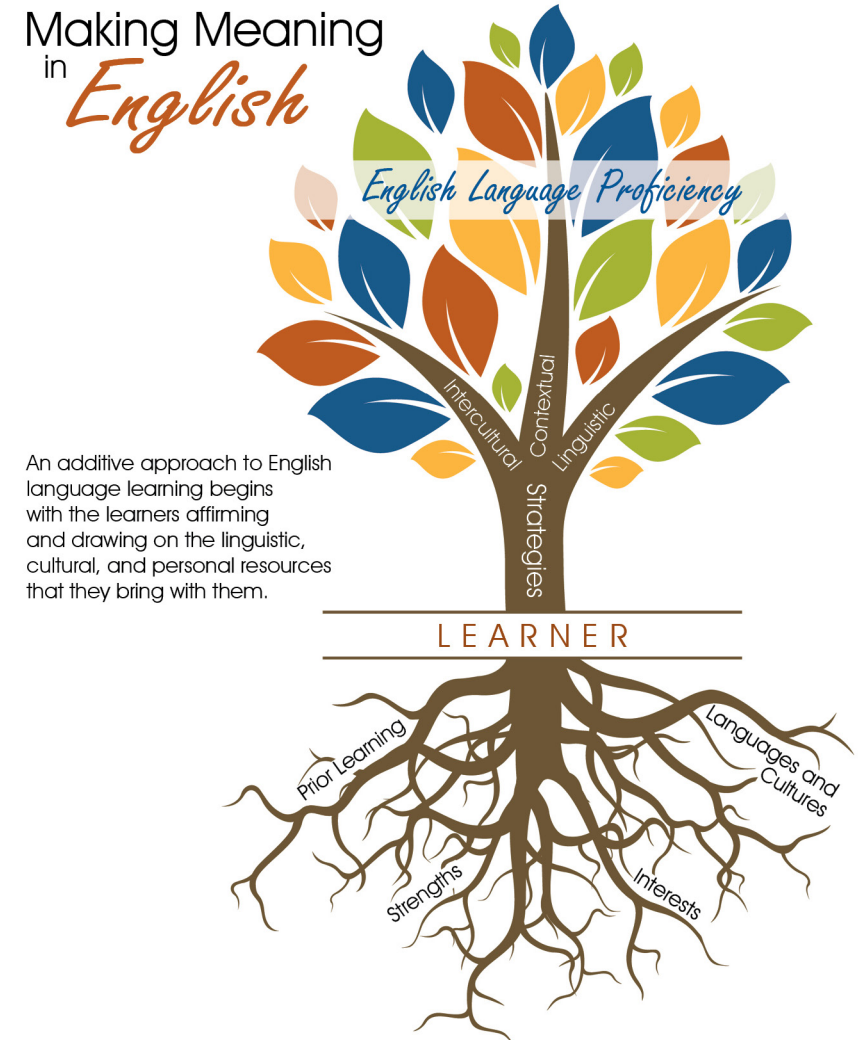

Figure 1: Illustration of the organic nature of language learning and the interconnected relationships
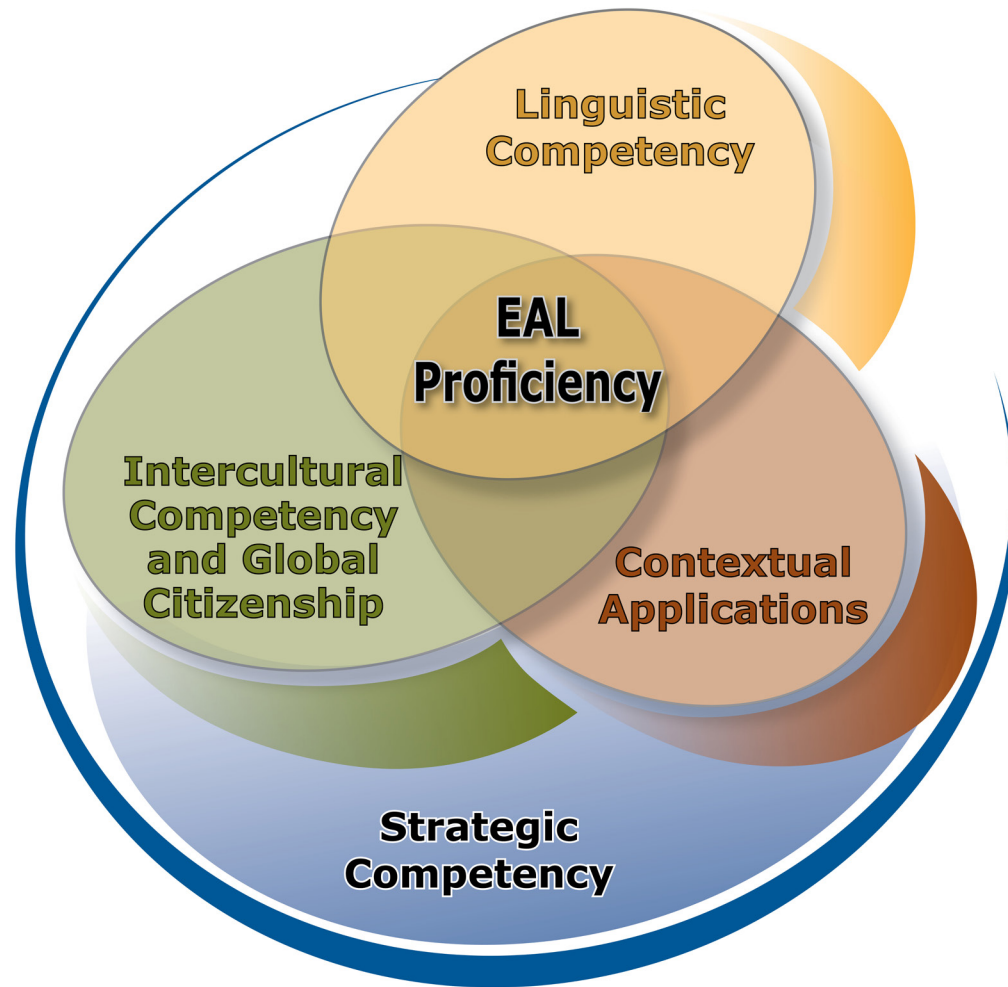
Organization of the Domains of EAL/LAL Learning

Figure 2: Interdependent Domains of EAL Proficiency

Each domain contains clusters of related strands. For example, the first domain, linguistic competency, includes the clusters of linguistic elements, language competency, socio-cultural elements, and discourse organization. The following list includes all of these elements.

Domain 1: Linguistic Competency

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

Cluster 1.1: Demonstrate use of linguistic elements
Strands
- 1.1.1 Use sound and symbol systems appropriately
  - 1.1.1a Demonstrate understanding of pronunciation (phonemic awareness)
  - 1.1.1b Demonstrate understanding of symbol system (phonological awareness)
- 1.1.2 Use lexicon (vocabulary) appropriately
- 1.1.3 Demonstrate understanding of grammatical features
- 1.1.4 Demonstrate understanding of mechanical features
- 1.1.5 Demonstrate understanding of discourse features

Suggested topics for development of lexicon (supporting strand 1.1.2)

Cluster 1.2: Demonstrate language competence
Strands
- 1.2.1 Listen and view
- 1.2.2 Speak and represent
- 1.2.3 Read and view
- 1.2.4 Write and represent
- 1.2.5 Demonstrate interactive fluency

Cluster 1.3: Demonstrate knowledge of the use of socio-cultural/socio-linguistic elements
Strands
- 1.3.1 Use register appropriately
- 1.3.2 Use idiomatic expressions appropriately
- 1.3.3 Demonstrate understanding of variations in language
- 1.3.4 Use social conventions appropriately
- 1.3.5 Use non-verbal communication appropriately

Cluster 1.4: Demonstrate knowledge of how discourse is organized, structured, and sequenced
Strands
- 1.4.1 Demonstrate cohesion/coherence
- 1.4.2 Use text forms
- 1.4.3 Demonstrate patterns of social interaction
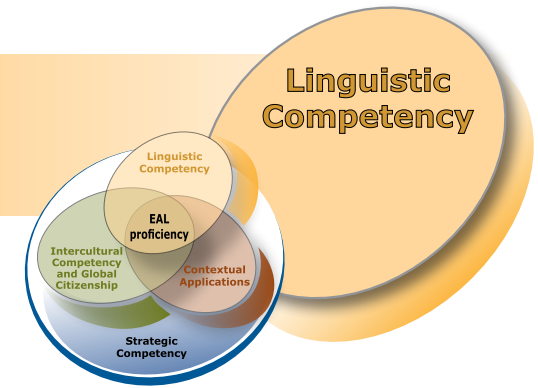
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Early Years: Manitoba Kindergarten to Grade 4 Curriculum Framework for English as an Additional Language (EAL) Programming

Domain 2: Contextual Applications

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

Cluster 2.1: Meet personal needs and interests

Strands

2.1.1 Express emotions and personal perspectives

   2.1.1a Share ideas, thoughts, opinions, and preferences

   2.1.1b Share emotions and feelings

2.1.2 Use language for imaginative purposes and personal enjoyment

2.1.3 Extend their knowledge of the world

   2.1.3a Solve problems

   2.1.3b Explore opinions and values

Cluster 2.2: Communicate and interact with others to meet group needs and interests

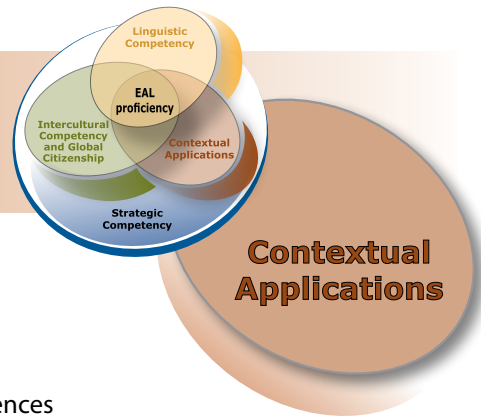### Strands

2.2.1 Manage personal relationships (form, maintain, and change relationships)

2.2.2 Give and receive information

2.2.3 Communicate to achieve an intended result

   2.2.3a Guide actions of others

   2.2.3b State personal actions

   2.2.3c Manage group activities

## Cluster 2.3: Transfer prior learning and acquire new learning

Strands

2.3.1 Express themselves in a variety of academic contexts and for a variety of academic purposes

   2.3.1a Transfer prior academic and subject-area knowledge, concepts, and skills

   2.3.1b Acquire new knowledge, concepts, and skills (for the subject areas) in English

2.3.2 Express themselves in a variety of non-academic contexts and for a variety of non-academic purposes

   2.3.2a Transfer prior knowledge, concepts, and skills

   2.3.2b Acquire new knowledge, concepts, and skills

Domain 3: Intercultural Competency and Global Citizenship

Students will acquire knowledge, skills, and attitudes that will enable them to participate, communicate, and contribute to an interdependent, multilingual, and multicultural local and global society.
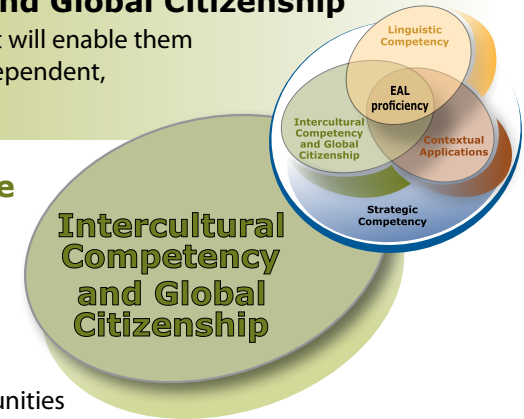
Cluster 3.1: Develop and use knowledge and understanding of themselves as multilingual-multicultural learners

Strands

3.1.1 Affirm and value first language and culture

3.1.2 Value diversity

3.1.3 Explore personal, academic, and future opportunities

Cluster 3.2: Develop and use knowledge and understandings concerning Canada's peoples and Canada's development as a nation and society

Strands

3.2.1 Demonstrate knowledge of Canada's geography, history, and development

3.2.2 Demonstrate knowledge of Canada's peoples, cultures, and traditions

Cluster 3.3: Develop and use knowledge and understandings about global citizenship

Strands

3.3.1 Demonstrate intercultural communication

3.3.2 Demonstrate interdependence and building community, problem solving, and conflict resolution

Domain 4: Strategic Competency

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.

Cluster 4.1: Develop knowledge of language learning strategies

Strands

4.1.1 Use cognitive strategies appropriately
4.1.2 Use metacognitive strategies appropriately
4.1.3 Use social/affective strategies appropriately

Cluster 4.2: Develop knowledge of language-use strategies

Strands

4.2.1 Demonstrate receptivity
4.2.2 Demonstrate productivity
4.2.3 Demonstrate interactivity

Cluster 4.3: Develop knowledge of general learning strategies

Strands

4.3.1 Use cognitive strategies appropriately
4.3.2 Use metacognitive strategies appropriately
4.3.3 Use social/affective strategies appropriately

EAL Domain 1: Linguistic Competency

Linguistic competency is a broad term that includes linguistic or grammatical competency, language use competency (fluency), sociocultural or sociolinguistic competency, and what might be called textual competency. The clusters and strands under linguistic competency deal with knowledge of the language and the ability to use that knowledge to interpret and produce meaningful texts appropriate to the situation in which they are used. Language competency is best developed in the context of activities or tasks where the language is used for real purposes—in other words, in practical applications.

The various components of linguistic competency are grouped under four cluster headings (see page 12). Under each of these headings there are several strands, identified by strand headings at the left end of each row, which show the growth of learning from stage to stage. Each strand deals with a single aspect of linguistic competency. For example, under the cluster heading "Demonstrate use of linguistic elements," there is a strand for the sound and symbol system (pronunciation, stress, and intonation and how sounds are represented in print), lexicon (vocabulary words and phrases), grammatical features (syntax and morphology), mechanical features (punctuation, abbreviations), and discourse features (conjunctions and referential devices that link sentences).

Although the learning strands isolate these individual aspects, language competency should be developed through classroom activities that focus on meaningful uses of the language in different contexts and for a variety of purposes (e.g., personal, academic, and social). Tasks are chosen based on the needs, interests, and experiences of students. The vocabulary, grammar structures, text forms, and social conventions necessary to carry out a task are taught, practised, and assessed as students are involved in various aspects of the task itself. The students do not perform these tasks in isolation, although it is important to provide opportunities for them to notice the form and function of linguistic features. Students become aware of structures and their functions before they are able to manipulate them independently.

Language competency is closely associated with strategic competency. Students need to learn ways to compensate for low proficiency in the early stages of learning if they are to engage in authentic language use from the beginning. The language-use strategies in the strategies domain complement the linguistic competency domain.

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EAL Domain 2: Contextual Applications

The various components of **contextual applications** are grouped under three cluster headings (see page 13). Under each of these headings, there are several strands, identified by strand headings at the left end of each row, which show the growth of learning from stage to stage. Each strand deals with a single aspect of contextual applications.

In the K–12 system, EAL students are learning a new language at the same time that the new language is used for instructional purposes for various subject areas. (Note that in French Immersion and Français classrooms, English is normally only used for English language arts instruction.) EAL programming, then, should address components of both linguistic and academic development. In planning and implementing EAL programming, teachers and schools need to take into account the students' English language development as well as the students' academic or subject-area learning needs.

This is especially true for beginning EAL and LAL learners. Beginning learners may arrive with subject-area knowledge, skills, and attitudes that are appropriate for their age/grade level, but they will be challenged to maintain momentum in content areas without specific planning for how they will engage with the curriculum (e.g., direct and indirect language instruction, differentiation of resources and tasks) and how their learning will be demonstrated. Initial intensive focus on basic social language skills and key language related to the content areas will help them "transfer" their prior learning to their new language and connect it with new learning. Learners that have had limited prior opportunities to learn academically will have less academic/subject-area knowledge and fewer skills and attitudes to transfer and build on. The instructional program for these students needs to focus on developing foundational literacy, numeracy, and academic language skills that will allow them to succeed in the full range of educational opportunities.

With this in mind, the contextual applications domain reflects the interrelatedness of EAL and subject-area learning that is essential for educational success. Additionally, this domain recognizes that EAL learners need to develop language and general skills that they can apply in non-academic contexts and purposes such as those related to the workplace, home, and community. The contextual applications domain also focuses on the development of skills and understandings that will allow students to meet their individual and collective needs and interests. Students must use language transactionally for personal and social purposes in a variety of contexts.

EAL Domain 3: Intercultural Competency and Global Citizenship

The **intercultural competency and global citizenship** aspect of the EAL/LAL Framework reflects the development of students' positive self-identity within Canadian schools and society and the development of the knowledge, skills, and attitudes that will enable them to participate effectively as global citizens. The concept of global citizenship encompasses citizenship at all levels, from the local school and community to Canada and the world.

The various components of the intercultural competency and global citizenship domain are grouped under three cluster headings (see page 13). Under each of these headings, there are several strands, identified by strand headings at the left end of each row, which show the developmental flow of learning from stage to stage. Each strand deals with a single aspect of intercultural competence.

Developing cultural knowledge and skills is a lifelong process. Knowledge of one's own culture is acquired over a lifetime. Cultures change over time. Within any national group, there are a dominant culture or cultures and a number of additional cultures. In addition to developing a bank of knowledge about the cultures represented in Canada and the English-speaking world, it is important that students develop skills in accessing and understanding information about culture and in applying that knowledge for the purposes of interaction and communication. Students will gain cultural knowledge in the process of developing these skills. In this way, if they encounter elements of the cultures they have not learned about in class or encountered in their local community, they will have the skills and abilities to interact with them effectively and appropriately.

As learners develop English language skills, experience living in a new society, and seek to integrate their prior cultural and linguistic knowledge, skills, and experiences, the image of themselves and their concept of self-identity will change. There is a natural tendency when learning a new language and culture to compare it with what is familiar. Many students learning a new language will develop a heightened awareness and knowledge of their first or dominant language and culture. This will help them form generalizations about languages and cultures based on their own experiences, both in their home country and in their new culture. This will provide students with an understanding of diversity within both a Canadian and a global context.

> The development of a positive self-concept, as well as a strong self-identity as a multilingual/multicultural learner, is an essential element of finding a place and sense of belonging in a new learning and social environment.

It is important for learners to develop an awareness and understanding of how culture and cultural patterns affect and help shape themselves, other peoples, and Canadian society. An essential part of developing intercultural competency in a Canadian context is the attainment of greater knowledge of Canadian English and of the development of Canada and Canadian society from the perspectives of history, contemporary life, diversity, and change. Newcomers to Canada need to be aware of the contributions of Indigenous cultures to contemporary Canada and the complex history and relationships of Indigenous Peoples with previous and current generations of immigrants and non-Indigenous descendants.

Lastly, students need to develop strong knowledge, attitudes, and skills that will enable them to participate and contribute actively and fully in the local and global community. They need to develop a sense of community, an understanding of similarities and differences among people, and an appreciation for the contributions of diverse individuals and peoples to local communities and society. Students need to explore how they can apply their intercultural understandings and communication skills for personal, educational, and career aspirations.

Learners demonstrate different levels of development concerning intercultural competency. The development of intercultural competency is a complex and difficult process for many people. While intercultural competency is expected to develop along with language and cultural knowledge, the development may not be linear.

As illustrated in Figure 3, we all hold multiple identities, with ethnicity, class, gender, language, religion, political beliefs, and so on. This helps to define who we are. The relevance of these characteristics changes with our personal and social conditions and contexts.

Children's individual sense of self and their perceptions about themselves will be shaped by how others see them and the values others attach to these aspects of identity. A positive self-identity validates who the person is and how others accept them.
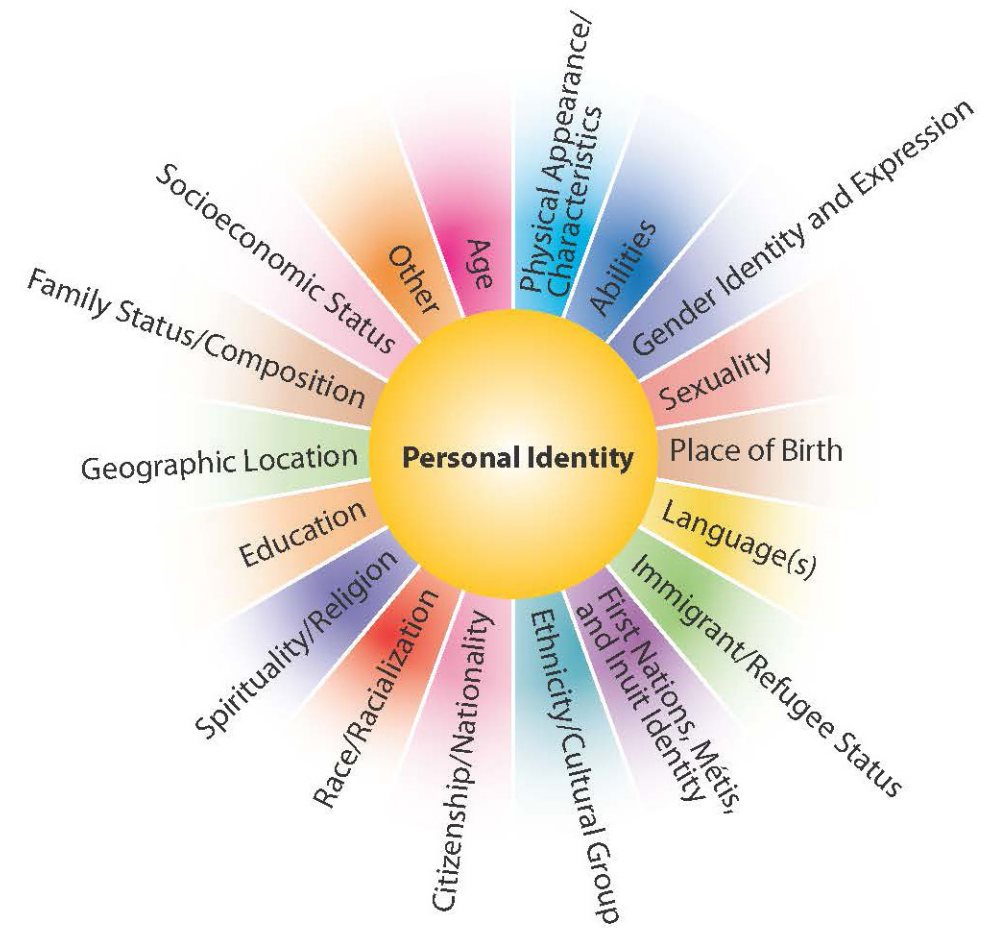

Figure 3: Personal Identity

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EAL Domain 4: Strategic Competency

In the **strategic competency** domain, there are specific learning goals that will help students learn and communicate more effectively. Strategic competency has long been recognized as an important component of communicative competency. The learning strands that follow deal with compensation and repair strategies, which are important in the early stages of language learning when proficiency is low. Strategies for language learning, language use in a broader sense, as well as general learning strategies will help students acquire content. Although people may use strategies unconsciously, the learning goals deal only with the *conscious* use of strategies. EAL learners—especially those with several years of formal education in their previous country—may have a limited repertoire of learning strategies that support learning in a new language setting and in a new educational system. For example, students who have been required to memorize extensively may not be as familiar with research skills or how to manage group projects. An explicit focus on strategic competency will enhance both language and academic learning.

The strategies are grouped under three cluster headings (see page 14). Under each of these headings there are several strands that show the development of awareness and skill in using strategies from stage to stage. Each strand, identified by a strand heading at the left end of the row, deals with a specific category of strategy. Language learning and general learning strategies are categorized as cognitive, metacognitive, and social/affective. The language-use strategies are organized by communicative mode: receptive, productive, and interactive.

The strategies that students choose depend on the task in which they are engaged, as well as other factors such as their preferred learning style, personality, age, attitude, and cultural background. Strategies that work well for one person may not be effective for another person, or they may not be suitable in a different situation. For this reason, it is not particularly useful to say that students should be aware of or be able to use a specific strategy at a particular grade level. Consequently, the learning goals at each stage describe the students' knowledge of, and ability to use, general types of strategies.

More specific strategies for each general category or type are included in a list of strategies on the following pages. The specific strategies provided in the sample lists are not prescriptive but are provided as an illustration of how the general strategies in the stage learning goals might be developed. Teachers need to know and be able to demonstrate a broad range of strategies to students, who will then be able to select those strategies that will support communication and learning. Strategies of all kinds are best taught in the context of learning activities, where students can apply them immediately and then reflect on their use.

> One of the main purposes of EAL instruction is to activate learners' prior knowledge and to transfer skills and strategies to their learning in the new environment.

Language Learning Strategies

Cognitive	Metacognitive	Social/affective
• Listen attentively. • Perform actions to match words of a song, story, or rhyme. • Learn short rhymes or songs, incorporating new vocabulary or sentence patterns. • Imitate sounds and intonation patterns. • Memorize new words by repeating them silently or aloud. • Seek the precise term to express meaning. • Repeat words or phrases in the course of performing a language task. • Make personal dictionaries. • Experiment with various elements of the language. • Use mental images to remember new information. • Group together sets of things with similar characteristics (e.g., vocabulary, structures). • Identify similarities and differences between aspects of the English language and their own language. • Look for patterns and relationships. • Use previously acquired knowledge to facilitate a learning task. • Associate new words or expressions with familiar ones, either in English or in their own language. • Find information, using reference materials such as dictionaries, textbooks, and grammar guidebooks. • Use available technological aids to support language learning (e.g., cassette recorders, computers). • Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember. • Place new words or expressions in a context to make them easier to remember. • Use induction to generate rules governing language use. • Seek opportunities outside of class to practise and observe. • Perceive and note unknown words and expressions, noting also their context and function.	• Check copied writing for accuracy. • Make choices about how they learn. • Rehearse or role-play language. • Decide in advance to attend to the learning task. • Reflect on learning tasks with the guidance of the teacher. • Make a plan in advance about how to approach a language-learning task. • Reflect on the listening, reading, and writing process. • Decide in advance to attend to specific aspects of input. • Listen or read for keywords. • Evaluate their own performance or comprehension at the end of a task. • Keep a learning log. • Experience various methods of language progression, and identify one or more considered to be personally useful. • Demonstrate an awareness of the potential of learning through direct exposure to the language. • Know how strategies may enable coping with texts containing unknown elements. • Identify problems that might hinder successful completion of a task, and seek solutions. • Monitor their own speech and writing to check for persistent errors. • Demonstrate an awareness of their own strengths and weaknesses, identify their own needs and goals, and organize strategies and procedures accordingly.	• Initiate or maintain interaction with others. • Participate in shared reading experiences. • Seek the assistance of a friend to interpret a text. • Reread familiar self-chosen texts to enhance understanding and enjoyment. • Work cooperatively with peers in small groups. • Understand that making mistakes is a natural part of language learning. • Experiment with various forms of expression and note their acceptance or non-acceptance by more experienced speakers. • Participate actively in brainstorming and conferencing as prewriting and post-writing exercises. • Use self-talk to feel competent to do the task. • Demonstrate a willingness to take risks and to try unfamiliar tasks and approaches. • Repeat new words and expressions occurring in their own conversations, and make use of these new words and expressions as soon as appropriate. • Reduce anxiety by using mental techniques, such as positive self-talk or humour. • Work with others to solve problems and get feedback on tasks. • Provide personal motivation by arranging their own rewards when successful.

Language Use Strategies

Receptive	Productive	Interactive
• Determine the purpose of listening. • Assess their own information needs before listening, viewing, or reading. • Prepare questions or a guide to note information found in the text. • Make predictions about what they expect to hear or read based on prior knowledge and personal experience. • Listen selectively based on purpose. • Listen or look for keywords. • Use key content words or discourse markers to follow an extended text. • Use skimming and scanning to locate key information in texts. • Use illustrations to aid reading comprehension. • Infer probable meanings of unknown words or expressions from contextual clues. • Use knowledge of the sound-symbol system to aid reading comprehension. • Reread several times to understand complex ideas. • Observe gestures, intonation, and visual supports to aid comprehension. • Summarize information gathered. • Make connections between texts on the one hand and prior knowledge and personal experience on the other.	• Mimic what the teacher says. • Use non-verbal means to communicate. • Copy what others say or write. • Use words visible in the immediate environment. • Demonstrate awareness and use of the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), and publication (reprinting, adding illustrations, binding). • Use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas. • Use familiar repetitive patterns from stories, songs, rhymes, or media. • Use illustrations to provide detail when producing their own texts. • Use familiar sentence patterns to form new sentences. • Take notes when reading or listening to assist in producing their own texts. • Compensate for avoiding difficult structures by rephrasing. • Use resources to increase vocabulary. • Use descriptions, explanations, or various words and phrases to compensate for lack of specific terms (circumlocution). • Use a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammar guidebooks). • Apply grammar rules to improve accuracy at the correction stage. • Revise and correct final version of text.	• Indicate lack of understanding verbally or non-verbally (e.g., "What did you mean?" raised eyebrows, blank look). • Interpret and use a variety of non-verbal cues to communicate (e.g., mime, pointing, gestures, drawing pictures). • Ask for clarification or repetition when they do not understand (e.g., "Can you say that again?" "Please repeat the question."). • Ask for confirmation that a form used is correct. • Use other speakers' words in subsequent conversations. • Use descriptions, explanations, or various words and phrases to compensate for lack of specific terms (circumlocution). • Assess feedback from a conversation partner to recognize whether a message has been understood. • Start again, using a different tactic, when communication breaks down. • Use fillers, hesitation devices, and gambits to sustain conversations.

General Learning Strategies

Cognitive	Metacognitive	Social/Affective
• Classify objects and ideas according to their attributes (e.g., red objects and blue objects, or animals that eat meat and animals that eat plants). • Use models. • Connect what is already known with what is being learned. • Experiment with and concentrate on one thing at a time. • Focus on and complete learning tasks. • Record keywords and concepts in abbreviated form—verbal, graphic, or numeric—to assist with the performance of a learning task. • Use mental images to remember new information. • Distinguish between fact and opinion when using a variety of sources of information. • Formulate key questions to guide research. • Make inferences, and identify and justify the evidence on which these inferences are based. • Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember. • Seek information through a network of sources, including libraries, the Internet, individuals, and agencies. • Use previously acquired knowledge or skills to assist with a new learning task.	• Reflect on learning tasks with the guidance of the teacher. • Choose from various study techniques. • Discover how their own efforts can affect learning. • Reflect upon their own thinking processes and how they learn. • Decide in advance to attend to the learning task. • Divide an overall learning task into a number of subtasks. • Make a plan in advance about how to approach a task. • Identify their own needs and interests. • Manage their own physical working environment. • Keep a learning journal, such as a diary or log. • Develop criteria for evaluating their own work. • Work with others to monitor their own learning. • Take responsibility for planning, monitoring, and evaluating learning experiences.	• Watch others' actions and copy them. • Seek help from others. • Follow their own natural curiosity and intrinsic motivation to learn. • Participate in cooperative group learning tasks. • Choose learning activities that enhance understanding and enjoyment. • Demonstrate a determination to try, even though mistakes may be made. • Take part in group decision-making processes. • Use support strategies to help peers persevere at learning tasks (e.g., offer encouragement, praise, ideas). • Take part in group problem-solving processes. • Use self-talk to feel competent to do the task. • Demonstrate a willingness to take risks and to try unfamiliar tasks and approaches. • Monitor their own level of anxiety about learning tasks, and take measures to lower it if necessary (e.g., deep breathing, laughter). • Use social interaction skills to enhance group learning.

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Early Years: Manitoba Kindergarten to Grade 4 Curriculum Framework for English as an Additional Language (EAL) Programming

Manitoba **Kindergarten to Grade 4** Curriculum Framework
for **English as an Additional Language (EAL)** Programming

Early Years EAL Progressions

Domain 1: Linguistic Competency

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

Cluster 1.1

By the end of each stage, students will be able to use English to **demonstrate use of linguistic elements**.

Strands	Stage 1 →	Stage 2 →	Stage 3
1.1.1 Use sound and symbol systems appropriately *a. Demonstrate understanding of pronunciation (phonemic awareness)*	Mimic pronunciation of words and short phrases • including English intonation and stress patterns *(e.g., question)*	Pronounce most English sounds accurately • allowing for some difficulty with specific sounds, and using English intonation and stress patterns to convey meaning *(e.g., blends)*	Use consistently clear and comprehensible pronunciation • with or without evidence of an accent *(e.g., silent letters)* Comprehend and use standard English intonation and stress patterns in words and sentences to convey intended meanings and feelings • using age-appropriate words and sentences
1.1.1 Use sound and symbol systems appropriately *b. Demonstrate understanding of symbol system (phonological awareness)*	Demonstrate an understanding that letters represent speech sounds • using some elements of the sound-symbol system • in modelled oral and written situations *(e.g., copy letters and words encountered in their environment)*	Use many elements of the sound-symbol system to decode and generate oral and written texts • in structured situations • with guidance *(e.g., use consonants and some vowels consistent with the sounds they wish to represent)*	Use most elements of the sound-symbol system to comprehend and generate oral and written texts • consistently and independently with some accuracy • using some phoneme blends and vowel sounds *(e.g., decipherable invented spelling)*
1.1.2 Use lexicon (vocabulary) appropriately	Recognize and/or use, with modelling and support, an emergent repertoire of words and phrases • in familiar contexts (See suggested topics on the next page.)	Use, with support, a developing repertoire of words and phrases • for familiar classroom, academic, and social purposes (See suggested topics on the next page.)	Use, with occasional support, an expanded repertoire of words and phrases • for a variety of age-/grade-appropriate classroom, academic, and social purposes (See suggested topics on the next page.)
1.1.3 Demonstrate understanding of grammatical features	Recognize and/or use, with modelling and support, basic English structures • in familiar contexts • using phrases or short sentences (At this stage, frequent errors may impede communication.)	Use, with support, basic English structures • by attempting to generate rules • by attempting to self-correct • demonstrating some awareness of tense • using a few prepositions • for familiar classroom, academic, and social purposes (At this stage, errors may still occasionally impede meaning.)	Use, with occasional support, basic English structures • by interacting effectively in age-/grade-appropriate oral and written communication • for a variety of age-/grade-appropriate classroom, academic, and social purposes (At this stage, occasional errors will not impede meaning.)
1.1.4 Demonstrate understanding of mechanical features	Recognize and/or use, with modelling and support, basic English mechanical features • in familiar contexts *(e.g., copy a short sentence)*	Use, with support, basic English mechanical features • for familiar classroom, academic, and social purposes *(e.g., generate a list)*	Use, with occasional support, basic English mechanical features • consistently • for a variety of age-/grade-appropriate classroom, academic, and social purposes
1.1.5 Demonstrate understanding of discourse features	Recognize and/or use, with modelling and support, basic English discourse features in oral, written, and visual texts • in familiar contexts *(e.g., joining two nouns with "and")*	Use, with support, a developing range of basic English discourse features in a variety of texts *(e.g., first…, and then…, filling in a graphic organizer)*	Use, with occasional support, basic English discourse features with some consistency and growing awareness of meaning in a variety of texts • for a variety of age-/grade-appropriate classroom, academic, and social purposes *(e.g., because)*

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

See grade-level curriculum to expand on these topics.

Stage 1 ➤	Stage 2 ➤	Stage 3
Know and use an **emergent** repertoire of words and phrases in familiar contexts, within the following areas of experience: • People around me ◦ greetings ◦ basic personal information (address, phone number) ◦ family • People and their physical characteristics ◦ the human body ◦ basic health and hygiene ◦ simple personal actions ◦ clothing ◦ colours ◦ common emotions • Activities ◦ daily routines/activities ◦ foods and meals ◦ favourite pastimes ◦ celebrations—personal and cultural • Weather and seasons ◦ activities for seasons ◦ clothing and safety • Home ◦ basic types of housing ◦ rooms and furnishings ◦ responsibilities • Classroom and school ◦ essential school supplies ◦ simple actions/routines ◦ people who work in the school ◦ core subjects ◦ school schedules ◦ building facilities ◦ classroom furnishings ◦ safety/health ◦ homework	• Community ◦ addresses ◦ public places ◦ community helpers ◦ public transportation ◦ directions ◦ essential shopping ◦ animals and plants **Know and use foundational academic vocabulary** related to key themes and concepts from the core subject areas, including (among other topics): • Numeracy ◦ cardinal and ordinal numbers ◦ money ◦ time/calendar ◦ measurement ◦ shapes ◦ sizes ◦ basic arithmetic and symbols • ICT ◦ computer terms/hardware • Canada ◦ flag ◦ Manitoba places relevant to students ◦ basic landforms relevant to students	Know and use a **developing** repertoire of words and phrases for familiar classroom, academic, and social purposes, within the following areas of experience: Expansion of topics introduced in Stage 1, plus • People around me ◦ personality traits ◦ friendships ◦ relationships • Community ◦ places and transportation ◦ popular stores and restaurants ◦ shopping • Activities ◦ sports and exercise ◦ family vacations and travel ◦ community recreation opportunities • Occupations in the wider community • Classroom and school ◦ assignments, assessment, reporting ◦ participating in the school community ◦ special days, clubs, teams, field trips, school events • Arts and entertainment ◦ musical instruments ◦ performing ◦ movies and television shows	Know and use an **expanded** repertoire of words and phrases for a variety of age-/grade-appropriate classroom, academic, and social purposes, including the following: • Expanded repertoire of increasingly complex vocabulary required for interpersonal communication • Expansion of topics introduced in Stages 1–2, plus ◦ student needs and interests ◦ general academic vocabulary ◦ common specialized and some abstract vocabulary related to themes, content, and processes across age-/grade-level curriculum

Manitoba Education's document *Curriculum Essentials* (2015), found at www.edu.gov.mb.ca/k12/cur/essentials/index.html, can be used to access big ideas and foundational processes, practices, and skills in mathematics, social studies, and science for Grades 1–8.

Domain 1: Linguistic Competency

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

Cluster 1.2

By the end of each stage, students will be able to use English to **demonstrate language competence**.

Strands	Stage 1 ➡	Stage 2 ➡	Stage 3
1.2.1 Listen and view	Listen to and understand simple words, word clusters, and sentences • in structured situations • using hands-on and active experiences • using visual aids, gestures, role-playing, pictures, realia, etc. • in familiar classroom routines and social contexts	Listen to and understand the main idea or theme of an oral or multimedia discussion or presentation • by supportive hands-on and active experiences • using visual aids • on a range of familiar topics, routines, social contexts, and, with preparation, new topics	Understand essential information and supporting details of an extended dialogue or an age-/grade-appropriate oral or media presentation • in familiar and new topics *(e.g., a read-around)*
1.2.2 Speak and represent	Produce orally meaningful phrases, social formulas, and simple sentences • in structured situations • with or without visual aids such as drawings, physical movement, gestures, and realia *(e.g., "I like book.")*	Express meaning spontaneously Produce, with guidance, a short oral presentation • on a personal or familiar topic • in structured situations • possibly supported with visual aids *(e.g., retelling a story or experience, show and tell)*	Produce a short prepared or spontaneous oral or multimedia presentation • with minimal support • on a personal or researched topic • with or without visual aids
1.2.3 Read and view	Begin to recognize and gain meaning from simple words and sentences • with extensive modelling and guidance • on familiar topics • with pictures, repetition, and patterns	Read and gain meaning from a series of connected sentences • on familiar topics in an increasing range of text forms used in the classroom and in different subject areas • with structured support • using visual aids	Read and understand the main idea and some supporting details • with guidance • in near grade-level texts dealing with familiar and new topics • using visual aids
1.2.4 Write and represent	Write simple words, phrases, and sentences on familiar topics or events • drawing on the student's oral repertoire • with extensive modelling and/or guidance • with or without using simple representations *(e.g., drawings, to aid communication)*	Produce a simple text of several interrelated ideas • on a familiar topic • in a structured situation • with guidance • by using or not using simple representations to aid communication *(e.g., complete sentence starters, write a patterned book)*	Produce an extended series of interrelated ideas dealing with a familiar personal or academic topic • spontaneously and/or with guidance • in structured or unstructured age-/grade-appropriate situations
1.2.5 Demonstrate interactive fluency	Engage in simple and short classroom or social interactions using words, phrases, or simple sentences Indicate understanding or lack of understanding with gestures or a short phrase	Manage simple, routine interactions • without undue difficulty • asking for repetition or clarification when necessary	Manage longer and more complex social and classroom interactions with ease • seldom needing repetition or clarification

Domain 1: Linguistic Competency

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

Cluster 1.3	By the end of each stage, students will be able to use English to **demonstrate knowledge of the use of socio-cultural/socio-linguistic elements**.		
Strands	**Stage 1** ➡	**Stage 2** ➡	**Stage 3**
1.3.1 Use register appropriately	Listen to and observe different levels of formality of language as used in their environment *(e.g., on the playground, teacher to parent)*	Experiment with formal and informal uses of language in familiar contexts *(e.g., "buddy" vs. "friend")*	Use appropriate levels of formality for the variety of people and contexts in their lives *(e.g., talking to principal or guests versus talking to friends)*
1.3.2 Use idiomatic expressions appropriately	Observe common idiomatic expressions among peers	Experiment with common idiomatic expressions	Use learned idiomatic expressions appropriately in new contexts
1.3.3 Demonstrate understanding of variations in language	Experience a variety of voices	Experience and identify a variety of accents and variations in speech	Understand some variations in language
1.3.4 Use social conventions appropriately	Use basic politeness appropriate to the classroom *(e.g., "Mr. Smith," "please/thank you")*	Recognize verbal behaviours that are considered impolite in a variety of contexts	Use appropriate social conventions in a variety of contexts *(e.g., how to interrupt a conversation)*
1.3.5 Use non-verbal communication appropriately	Understand the meaning of and imitate some common non-verbal behaviours used in Canadian culture *(e.g., raise their hand in class)*	Recognize non-verbal behaviours that are considered appropriate or inappropriate *(e.g., physical contact, personal space)*	Interpret and use appropriate non-verbal communication techniques • in a variety of age-/grade-appropriate contexts

Domain 1: Linguistic Competency

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

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**.		
Strands	**Stage 1** ➡	**Stage 2** ➡	**Stage 3**
1.4.1 Demonstrate cohesion/coherence	Recognize and order sequential elements of a simple familiar story, process, or series of events • with visual support and modelling *(e.g., sequence pictures/visuals)*	Recognize the connections between several sentences on a single topic • with support Link several sentences on a single topic using simple link words or phrases *(e.g., "in the morning…," "and then….")*	Produce an oral and/or written text of several connected sentences on a single topic using simple organizational patterns • with support *(e.g., beginning/middle/end, cause-effect)*
1.4.2 Use text forms	Recognize and attempt to make meaning of simple text forms • including commonly encountered forms • with preparation *(e.g., recognize when an announcement is being made, draw a birthday card with copied greeting)*	Recognize and use a range of simple text forms • with support • in everyday and classroom situations *(e.g., reader's response, daily journal of a few sentences, and using a calendar to plan week)*	Recognize and use a variety of simple text forms • in age-/grade-appropriate settings • with occasional support
1.4.3 Demonstrate patterns of social interaction	Respond using simple social interaction patterns *(e.g., question-answer, greeting-response)*	Initiate interactions, and respond using simple social interaction patterns *(e.g., request-acceptance/refusal)* Use simple conventions to open and close conversations and to manage turn-taking	Combine simple social interaction patterns to perform a variety of transactions and interactions *(e.g., invitation-acceptance/refusal with explanation)* Actively participate in group discussions

Domain 2: Contextual Applications

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

Cluster 2.1	By the end of each stage, students will be able to use English to **meet personal needs and interests**.		
Strands	**Stage 1** ➡	**Stage 2** ➡	**Stage 3**
2.1.1 Express emotions and personal perspectives *a. Share ideas, thoughts, opinions, and preferences*	Express simple preferences in single words or short phrases Express a simple personal response *(e.g., respond to a song or story)*	Identify favourite people, places, or things Express a personal response to a variety of familiar situations	Record and share thoughts and ideas with others • by expressing opinions • by inquiring about and responding to others' opinions *(e.g., keep a journal of ideas for stories)*
2.1.1 Express emotions and personal perspectives *b. Share emotions and feelings*	Respond to and express basic emotions and feelings • with modelling • using single words or phrases in familiar situations *(e.g., "I'm sad/mad/happy." "Happy Grandma coming.")*	Identify, express, and respond to a variety of basic emotions and feelings • with support • in familiar contexts *(e.g., "She mad at her friend. I help her.")*	Identify, express, and respond to a variety of emotions and feelings • in situations commonly encountered at age-appropriate situations • with socially appropriate English *(e.g., "What happened? Are you okay?")*
2.1.2 Use language for imaginative purposes and personal enjoyment	Participate in creative and aesthetic language activities • without necessarily understanding meaning *(e.g., group recitation of a poem or chant, clapping to songs, responding to humorous interpretative storytelling)*	Experiment with English language activities to elicit a response Begin to use English creatively and for aesthetic purposes • with support and modelling *(e.g., to tell an oral or written story, play with rhyming words)*	Interpret and express humour and language activities in a variety of age-appropriate contexts Consciously choose English words to achieve creative and aesthetic effects • with support • in a variety of simple personal texts *(e.g., write a short patterned poem, add details to make a sentence more interesting)*
2.1.3 Extend their knowledge of the world *a. Solve problems*	Observe and experience problem-solving situations in the classroom *(e.g., between peers, learning activities)*	Report simple problems and participate in problem-solving situations • with support • in familiar settings *(e.g., "My zipper is stuck"; "What I do now?"; "The boy [in the story] lost his key.")*	Describe and analyze straightforward personal problems or problems in subject areas • with support *(e.g., recess conflicts, word problems in math)* Generate solutions to problems *(e.g., "You could do this or maybe you could do that.")*
2.1.3 Extend their knowledge of the world *b. Explore opinions and values*	Listen and attempt to understand the main idea of simple statements of opinion • in familiar social and classroom settings	Respond to ideas and products of peers with short appropriate statements • with support *(e.g., "I like that." "You do good job.")*	Use respectful language when expressing opinions and values • while avoiding and discouraging the use of English words and expressions that hurt or degrade other people *(e.g., make a poster of language of respect versus playground put-downs)*

Domain 2: Contextual Applications

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

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**.		
Strands	**Stage 1** ➡	**Stage 2** ➡	**Stage 3**
2.2.1 Manage personal relationships (form, maintain, and change relationships)	Use formulaic expressions to exchange greetings and farewells, address a new acquaintance, and introduce themselves • with modelling Exchange some basic personal information *(e.g., "My name is _____." "My country is ____." "I have two sisters.")*	Initiate and participate in casual exchanges with classmates • with occasional support *(e.g., "Do you want to play soccer?" "She's on my team.")*	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!")*
2.2.2 Give and receive information	Share basic information • using words or simple phrases *(e.g., name, address, phone number)* Identify people, places, and things that are real and relevant to student experiences Copy essential information for personal use *(e.g., date, friend's phone number)* Copy pictures, words, and phrases into simple graphic organizers	Ask for and provide information • with support • on familiar topics • in structured situations Respond to simple, predictable questions *(e.g., yes/no and wh--? questions)* Describe basic characteristics of people, places, and things Record essential information in a graphic organizer	Describe people, places, things, series, or sequences of events or actions with some details • with support Provide information on several aspects of an academic topic • with support *(e.g., give a simple report, share facts about past events)*
2.2.3 Communicate to achieve an intended result *a. Guide actions of others*	Indicate basic needs and wants *(e.g., "Washroom please." "I need drink.")* Give and respond to simple oral instructions or commands *(e.g., "Open your book." "Line up." "Go to the gym.")*	Give and respond to common daily instructions, cautions, and other requests *(e.g., Slow down." "Move over, please." "Can I borrow your marker?' 'Sure.!")*	Respond to suggestions, advice, and cautions in a variety of everyday situations Encourage others to take a course of action *(e.g., "Let's play soccer." "Do you want to work with me?")*
2.2.3 Communicate to achieve an intended result *b. State personal actions*	Ask for permission Indicate willingness to do something	State personal actions in the past *(e.g., "Yesterday, I go to store." "In gym, we play new game.")*	State personal actions in the past, present, and future State personal intentions *(e.g., "I'll help you." "When I get big, I want to be a basketball player.")*
2.2.3 Communicate to achieve an intended result *c. Manage group activities*	Respond to the rules of turn-taking Respond to inappropriate behaviour of others through non-verbal communication and simple expressions *(e.g., "Please stop.")*	Manage turn-taking *(e.g., "It's your turn.")* Encourage other group members to act appropriately and fairly *(e.g., "No cuts!" [in line at the drink fountain] "Wait for your turn!")*	Check with peers for agreement or understanding *(e.g., "Let's do it this way, okay?")* Express disagreement in an appropriate way *(e.g., "I don't like that.")* Express encouragement and compliments *(e.g., "Good job! Way to go!")* Persuade others to take a course of action *(e.g., "We should….so…")*

Domain 2: Contextual Applications

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

Cluster 2.3	By the end of each stage, students will be able to use English to **transfer prior learning and acquire new learning**.		
Strands	**Stage 1** →	**Stage 2** →	**Stage 3**
2.3.1 Express themselves in a variety of academic contexts and for a variety of academic purposes *a. Transfer prior academic and subject-area knowledge, concepts, and skills*	Attempt to connect prior L1 academic learning with basic concepts and skills for foundational academic purposes in English • with visuals, realia, and/or L1	Connect prior L1 academic and subject-area learning with newly acquired English vocabulary and structures • with visuals, realia, and/or their first language *(e.g., use math skills learned in L1 to solve word problems in English)*	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 *b. Acquire new knowledge, concepts, and skills (for the subject areas) in English*	Attempt to connect prior L1 learning to add new knowledge, concepts, and skills in English for foundational academic purposes • with visuals, realia, and/or their first language	Develop a range of new knowledge, concepts, and skills for academic tasks in English • with visuals, realia, and/or their first language	Consistently draw on their 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 *a. Transfer prior knowledge, concepts, and skills*	Attempt to connect prior L1 learning and basic concepts and skills for everyday communication and participation in the community • with visuals, realia, and/or their first language *(e.g., try to join peers, play soccer at recess, respond to common traffic signs)*	Draw on prior L1 learning for a range of everyday communication and participation in the community in English • with visuals, realia, and/or their first language *(e.g., find constellations from the sky at home and point it out to a friend; find children's books at the library)*	Consistently draw on prior L1 learning to enhance everyday English communication and participation in the community
2.3.2 Express themselves in a variety of non-academic contexts and for a variety of non-academic purposes *b. Acquire new knowledge, concepts, and skills*	Connect prior L1 learning to add new knowledge, concepts, and skills in English for everyday communication and participation in the community • with visuals, realia, and/or their first language *(e.g., ask for English word for a word known in L1)*	Add a developing range of new knowledge, concepts, and skills for everyday communication and participation in the community in English • with visuals, realia, and/or their first language	Consistently draw on their full range of new knowledge and skills to enhance everyday communication and participation in the community

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.

Cluster 3.1	By the end of each stage, students will be able to use English to **develop and use knowledge and understanding of themselves as multilingual-multicultural learners**.		
Strands	**Stage 1**	**Stage 2**	**Stage 3**
3.1.1 Affirm and value first language and culture	Identify similarities and differences between prior languages learned and English *(e.g., different alphabets)*	Share with others information concerning similarities and differences among their first language, English, and other languages Share with others information concerning their cultural heritage and other cultures they have encountered	Explore opportunities to use their first or prior languages for personal and educational purposes Explore 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 diversity and similarities in the classroom, school, and local community Explore the value of different languages, cultures, and other forms of diversity
3.1.3 Explore personal, academic, and future opportunities	Demonstrate an interest in learning English Participate in class and school cultures through activities *(e.g., clubs, teams)*	Identify some personal and academic uses from their knowledge of the English language and Canadian culture in the school or community	Identify the value of knowing more than one language in the classroom, school, and local community to explore personal, academic, and future opportunities

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.

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 Canada's development as a nation society**.		
Strands	**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 grade-level concepts related to a. Canadian geography b. first and subsequent peoples of Canada c. development of Canada as a nation	Have an understanding of key facts and grade-level concepts related to a. Canadian geography b. first and subsequent peoples of Canada c. development of Canada as a nation
3.2.2 Demonstrate knowledge of Canada's peoples, cultures, and traditions	Participate in activities and experiences that reflect traditional and contemporary elements of Indigenous cultures, minority cultures, and dominant Canadian culture *(e.g., holidays, celebrations, music, dance, art, literature, sports, and food)*	Know selected symbols, landmarks, and famous people of Canada • as relevant to the grade level	Experience cultural elements of diverse origins that reflect the elements of Indigenous cultures, minority cultures, and dominant Canadian culture • as relevant to the grade level

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.

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**.		
Strands	**Stage 1**	**Stage 2**	**Stage 3**
3.3.1 Demonstrate intercultural communication	Recognize some similarities and differences in cultural characteristics, behaviours, and communication patterns • as reflected in the classroom, school, and local community	Show awareness of how culture affects communication and relationships with others through experiences in the classroom, school, and local community *(e.g., gestures, greetings, view of extended family)* Recognize that the same behaviours can have different meanings in different cultures	Explore how the same values may be reflected in different behavioural patterns based on culture *(e.g., responding to a teacher)*
3.3.2 Demonstrate interdependence and building community, problem solving, and conflict resolution	Observe and participate in classroom and school activities, being respectful of family beliefs Seek help in dealing with conflicts	Participate cooperatively in daily classroom activities, and support peers and classmates, being respectful of family beliefs Seek support to resolve conflicts in a positive manner	Cooperate and work with others in a mutually respectful manner within the classroom and school, being respectful of family beliefs Address and resolve conflicts in a positive manner

Domain 4: Strategic Competency

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.

Cluster 4.1	By the end of each stage, students will be able to use English to **develop knowledge of language learning strategies**.		
Strands	**Stage 1** ➡	**Stage 2** ➡	**Stage 3**
4.1.1 Use cognitive strategies appropriately	Use simple cognitive strategies to enhance language learning • with support *(e.g., imitate sounds or intonation; perform actions to match the words of a song)*	Use a variety of simple cognitive strategies to enhance language learning • with support *(e.g., associate new words or expressions with familiar ones; make a personal picture dictionary)*	Identify and use a variety of cognitive strategies to enhance language learning • with or without support *(e.g., group together sets of things with similar characteristics)*
4.1.2 Use metacognitive strategies appropriately	Use simple metacognitive strategies to enhance language learning • with support • with guidance *(e.g., check copied writing for accuracy)*	Use a variety of simple metacognitive strategies to enhance language learning • with support *(e.g., rehearse or role-play language before task; listen for the keywords)*	Identify and use a variety of metacognitive strategies to enhance language learning • with or without support *(e.g., reflect on learning tasks with the guidance of the teacher)*
4.1.3 Use social/ affective strategies appropriately	Use simple social and affective strategies to enhance language learning • with support *(e.g., seek the assistance of a friend to interpret a text; repeat new words and expressions heard in conversations, and use them as appropriate)*	Use a variety of simple social and affective strategies to enhance language learning • with support *(e.g., participate in shared reading experience; understand that making mistakes is a natural part of language learning)*	Identify and use a variety of social and affective strategies to enhance language learning • with or without support *(e.g., work cooperatively with peers in small groups)*

Domain 4: Strategic Competency

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.

Cluster 4.2	By the end of each stage, students will be able to use English to **develop knowledge of language use strategies**.		
Strands	**Stage 1** ➤	**Stage 2** ➤	**Stage 3**
4.2.1 Demonstrate receptivity	Use simple reading and listening strategies for comprehension • with support *(e.g., use illustrations to aid comprehension; observe words and gestures and intonation for comprehension)*	Use a variety of simple reading and listening strategies for comprehension • with support *(e.g., listen or look for keywords; use knowledge of the sound-symbol system for reading comprehension)*	Identify and use a variety of reading strategies for comprehension • with or without support *(e.g., make connections between text and prior knowledge; determine the purpose of listening)*
4.2.2 Demonstrate productivity	Use simple speaking and writing strategies to enhance language learning • with support *(e.g., copy what others say or write; use illustrations to provide detail when producing their own texts)*	Use a variety of simple speaking and writing strategies to enhance language learning • with support *(e.g., use familiar repetitive patterns from stories, songs, rhymes, or media; use familiar sentence patterns to form new sentences)*	Identify and use a variety of speaking and writing strategies to enhance language learning • with or without support *(e.g., use resources to increase vocabulary; use descriptions, explanations, or various words and phrases to compensate for lack of specific forms)*
4.2.3 Demonstrate interactivity	Use simple interactive strategies to enhance language learning • with support *(e.g., interpret and use non-verbal cues such as pointing and miming to communicate)*	Use a variety of simple interactive strategies to enhance language learning • with support *(e.g., ask for clarification or repetition when they do not understand)*	Identify and use a variety of interactive strategies to enhance language learning • with or without support *(e.g., start again using a different tactic when communication breaks down)*

Domain 4: Strategic Competency

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.

Cluster 4.3	By the end of each stage, students will be able to use English to **develop knowledge of general learning strategies**.		
Strands	**Stage 1** ➡	**Stage 2** ➡	**Stage 3**
4.3.1 Use cognitive strategies appropriately	Use simple cognitive strategies to enhance general learning • with modelling and support *(e.g., use models; connect what they already know with what they are learning)*	Use a variety of simple cognitive strategies to enhance general learning • with support *(e.g., use word maps, diagrams, or other graphic representations to make information easier to understand and remember)*	Identify and use a variety of cognitive strategies to enhance general learning • with or without support *(e.g., classify objects and ideas according to their attributes; formulate key questions to guide research)*
4.3.2 Use metacognitive strategies appropriately	Use simple metacognitive strategies to enhance general learning • with modelling and support *(e.g., manage their own physical working environment, such as keeping separate workbooks for subjects)*	Use a variety of simple metacognitive strategies to enhance general learning • with support *(e.g., make a plan in advance about how to approach a task: "First, we…, and then we….")*	Identify and use a variety of metacognitive strategies to enhance general learning • with or without support *(e.g., develop criteria for evaluating their own work)*
4.3.3 Use social/ affective strategies appropriately	Use simple social and affective strategies to enhance general learning • with modelling and support *(e.g., watch others' actions and copy them)*	Use a variety of simple social and affective strategies to enhance general learning • with support *(e.g., use support strategies to help peers persevere at learning tasks; offer encouragement, praise, and ideas)*	Identify and use a variety of social and affective strategies to enhance general learning • with or without support *(e.g., be willing to take risks and try unfamiliar tasks and approaches)*

Manitoba **Kindergarten to Grade 4** Curriculum Framework
for **English as an Additional Language (EAL)** Programming

Glossary

Glossary

academic language

The words, structures, and organizational strategies used to describe complex ideas, higher order thinking processes, and abstract concepts (Zwiers, 2007). It is the language of educational success and the business world. Academic language proficiency (see **CALP**) takes longer to develop than everyday social language skills (see **BICS**).

accent

A manner of pronunciation that is characteristic of a particular person or locale. It may be typical of the speaker's locale, ethnicity, socio-economic background, or of characteristics of the speaker's first language. It may include the pronunciation of vowels and consonants, stress, rhythm, and intonation. Everyone speaks with an accent, although usually the term is used for pronunciation patterns that differ from the local "standard." An accent is not the same as a **dialect**, although a dialect may include differences in pronunciation. Young EAL learners usually acquire the local accent quickly, but older learners will take longer and may never be able to sound like first language speakers.

additive approach

An approach to language learning that recognizes the strengths and contributions of our multicultural, multilingual student population, and builds on these skills for learning another language. An additive approach values the continued development of proficiency in a first language.

aspect

A verb form that represents the time of the action in terms of the duration, completion, or frequency. Aspect gives further meaning to tense by indicating how the time in which an action occurs is viewed: complete, ongoing, planned, etc. (e.g., *walked* and *was walking* both occur in the past, but carry different messages about how or how long that action occurred). Many teaching resources in English will use the term **tense** to refer to 12 possible combinations of tense and aspect.

aspect markers

An aspect marker is a **morpheme** that indicates the aspect of the marked word, phrase, or sentence (e.g., is +ing for progressive, or has + ed for perfect).

aural skills

The listening skills required for processing new language information via the auditory system (the auditory processing of speech sounds). The listening process includes the phases of decoding, comprehension, and interpretation and often includes the production of an appropriate response. Aural activities often combine with oral activities to engage both listening and speaking skills.

basic interpersonal communication skills (BICS)

Basic interpersonal communication skills (BICS) are language skills needed for everyday social interactions (e.g., when speaking to a friend or buying something in the store). BICS refer primarily to face-to-face situations where there is ample context to aid communication. Students typically acquire BICS in two to three years and before developing proficiency in the more complex, academic language (**CALP**). BICS and CALP are components of a theory of language proficiency developed by Jim Cummins.

blend

The result of two phonemes fusing to form a new sound. When learning to read, students need to learn to identify the sounds of certain common consonant combinations, such as *st, str, bl, sh,* etc.

circumlocution

The strategy used by learners in which they describe or paraphrase an action or object whose English term they do not know (e.g., if speakers do not know the term *pencil sharpener*, they might say, "The thing that you use when your pencil breaks").

classroom-embedded EAL programming

A model of EAL and LAL programming where English is generally the main language of instruction and EAL programming is provided within the framework of a mainstream classroom, primarily by the regular classroom teacher.

cognates

Words in two or more languages that are historically derived from the same source (e.g., *night* [English], *nuit* [French], *nacht* [German], *noche* [Spanish], *noch* [Russian]).

cognitive (learning strategies)

Strategies that students can use to enhance how they think and learn (e.g., recognizing cognates, grouping similar things, using reference materials, and using graphic maps).

cognitive academic language proficiency (CALP)

The ability to use the language skills required for academic achievement. As students progress through the grades, they are increasingly required to perform complex and abstract academic tasks with fewer environmental cues, such as visuals, to provide meaning. EAL learners typically require at least five to seven years to develop their CALP to a level comparable to their monolingual peers. The time varies based on individual factors, such as prior education, and external factors, such as quality of language instruction. CALP is a component of a theory of language proficiency developed by Jim Cummins.

cognitive demand

The type and level of thinking skills needed by a student to successfully engage and complete a classroom task. One of the two dimensions considered in Jim Cummins' quadrant of language proficiency.

coherence

The quality of a text when all the parts form an understandable whole. Coherence is partly the product of cohesive links, but also the overall organizational pattern (especially in longer texts), and to some extent the mind of the listener or reader who develops context.

cohesion

The use of words and phrases to link the elements of a text and to help the listener or reader interpret the relationship of these elements. Cohesion is developed through both grammatical and lexical (words and phrases) devices. Three simple cohesive devices include **reference** (**referential device**), **substitution**, and **conjunctions**. EAL learners often have difficulty recognizing and using cohesive devices. Cohesion helps make a text coherent, but a text may have cohesion without **coherence**.

cohesive devices

See **cohesion**.

communicative competence

The ability to use the language in a correct and socially appropriate way to accomplish communication goals. The main components are linguistic competence, sociolinguistic competence, discourse competence, and strategic competence.

compensation strategies

Strategies used by learners that enable them to use their new language despite limitations in vocabulary or grammar (e.g., guessing by linguistic clues, miming, coining words, asking for help).

comprehensible input

Language that a learner can understand. Students learn a new language best when they receive language input that challenges them to go slightly beyond their current level. For input to become intake (learned), it must be made comprehensible (e.g., by using visuals, graphic organizers, and prior knowledge).

conjunctions

A word or phrase that connects words, phrases, or clauses (e.g., and, but, when, or, because, although, if, either/or…).

content-based EAL programming

A communicative approach to EAL programming in which themes drawn from content areas are used to develop the language needed to participate in subject-area learning. Language goals are the primary focus. Content-based approaches may be used at any grade level.

context embeddedness

The extent to which cues or signals, such as visual clues, gestures, and location, are available to assist with the meaning of language. Embeddedness is one of two dimensions considered in Jim Cummins' quadrant of language proficiency.

contextual support

Cues and signals that are used to make information more comprehensible, such as visuals, gestures, objects, manipulatives, collaborative grouping, and first language.

discourse competence

The ability to understand the larger context of language and to construct longer stretches of language so that the parts make a coherent and cohesive whole within recognizable genres, such as conversations, email messages, science reports, and articles.

discourse features

The features that connect and organize ideas in spoken or written language, such as using appropriate linking words (**conjunctions**) and phrases, using **referential devices**, and organizing ideas into recognizable forms or genres of language (e.g., "in my opinion," "furthermore," "for these reasons," "by contrast," "but").

discourse genre

A type or category of spoken or written **discourse** that can be distinguished from other types of discourse (e.g., procedure, narrative, schedule, report, exposition, or poetry).

Within a discourse genre, different forms of spoken or written text exist (e.g., the genre of *narrative* may include storytelling, biography, and news report). The genre of *schedule* may include bus, school, financial, or work schedules. Discourse genres are based on some set of generally recognized conventions, including grammar and choice of **lexicon**, that may change, disappear, or be created over time (e.g., various social media forms). The features of discourse genres often vary across languages and cultures.

In school, students need to recognize and produce a number of text forms within the genres, such as math word problems, presentations, reflective journals, timelines, reports, collaborative writing projects, and essays.

discourse

A stretch of connected language (longer than a sentence) in either spoken or written communication. Discourse can be brief (as a statement and response in a conversation) or lengthy (essay, lecture). Discourse includes elements that link and sequence. In spoken language, discourse includes an understanding of various patterns of social interaction. The study of discourse in an EAL setting may include features such as **cohesion** and **coherence**, **discourse features**, body language, conventions, and ways to manage conversation. (See **discourse genre**, **text form**.)

dual language materials

Texts published in two languages within a single text. Children's dual language books may have both languages on one page or two languages facing each other on alternate pages.

EAL courses

EAL courses are Senior Years credit courses that focus on language learning at specific stages of language development.

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ethnicity

Belonging to a human group that identifies with a common heritage, usually rooted in a specific geographical area, that includes language and culture (often including religion).

ethnocentrism

The belief that one's own ethnic or cultural group is superior to other groups. People often absorb the patterns of thought and the values of the culture they are born into and grow up in, come to see them as universal, and judge different cultures or groups from the perspective of their own.

euphemism

The substitution of an inoffensive, mild, or vague expression for one that may offend or suggest something unpleasant to the receiver (e.g., pass away instead of die; pre-owned instead of used or second-hand).

filler

Word or phrase used in speech to indicate that the speaker has paused to formulate and organize his or her ideas, but is not finished speaking (e.g., "you see"; "kind of"; "you know"; "basically").

fluency

The ability to use spoken or written language with ease and accuracy.

form

The outward appearance or structure of language; it includes the patterns by which words are formed and combined, and how speech sounds create meaning (e.g., *walk* and *walked* [verb tense]; *bird* and *birds* [singular and plural noun]). When acquiring a new language, communicating meaning is more important than the form; however, once meaning is established, a focus on the form of specific language features and how it affects meaning is also necessary, especially to acquire the more advanced structures.

formulaic expression/lexical chunk

A fixed multi-word phrase that functions and is remembered as a unit, and is common in both social and academic language. Lexical chunks are invaluable for developing learners' competence in language (e.g., "Can I have a --?", "Hi, how are you?", "Once upon a time…", and "In my opinion…").

front-loading language

Preparing EAL learners for new learning by building concepts and vocabulary before the learning experience (e.g., going on a field trip; using visual supports, realia, text excerpts, word sorts, and word clouds, etc.).

function

A specific purpose for a speaker using language in a given context (e.g., asking for information, asking for clarification, inviting, accepting/declining, agreeing/disagreeing, contrasting ideas, warning, hypothesizing).

gambit

Fixed (formulaic) expression used by speakers to signal shifts within the conversation, to prepare listeners for the next turn of logic, and to manage the flow of conversation (turn-taking). Although gambits do not convey much information in themselves, they play an important role in managing interaction (e.g., "Yes, I'm listening."; "To be realistic…"; "Wait a second!"; "Do you have a minute?"; "So, what do you think?"; "That's not what I said."). (See **formulaic expression**, **social formula**.)

general learning strategies

Strategies that students can use to enhance how they think about learning in general (cognitive strategies), talk about learning (metacognitive strategies), and work with others to learn (social affective strategies).

grammatical features

The structural rules that govern and give meaning to the construction of words, phrases, and clauses in a language.

hesitation device

Sound or word used in speech to indicate that the speaker has paused to think but is not finished speaking (e.g., "um," "oh," "er," "hmm," "well, you know," "as a matter of fact").

ICT

Information and communication technologies.

idiomatic language

An expression that means something different from the usual literal meaning of the words in it. Idioms are usually based on metaphors and cultural references. They generally do not translate well, and both meaning and social use need to be learned (e.g., "kick the bucket," "shape up or ship out," "break a leg," "wild goose chase," "spill the beans").

inclusion

A way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community.

induction

A cognitive strategy in which the learner observes language examples, notices features or patterns, and generates rules about their use; it is in contrast with *deduction*, in which the teacher presents the new concept to the learner, who then practises its application.

interactive (learning strategies)

Strategies that students can use when interacting with others (e.g., indicating lack of understanding, asking for repetition, using other speakers' words, requesting further details, changing tactics when communication breaks down, and rephrasing).

interactive fluency
> The ability to use language effectively to interact in different contexts and for different purposes, including both responding to and initiating interactions.

intercultural communication
> Intercultural communication is when individuals who are influenced by different cultural communities negotiate shared meanings in interaction. Interactions are affected by factors such as language, behaviour, perspectives, and values. Intercultural interactions can be described along a continuum of awareness and engagement.

intonation
> The characteristic pattern of rise and fall of the voice (pitch) in a sentence in a language. All languages use intonation, but in different ways and for different purposes. In English, intonation is important for interpreting the purpose and implied meanings of a sentence (e.g., questions rise in pitch at the end).

invented spelling
> The attempt by a beginning writer to spell a word using whatever sounds or visual patterns the writer knows.

L1
> First or home language.

language learning strategies
> Strategies that students can use to assist in learning language (cognitive learning strategies), talking about learning language (metacognitive strategies), and working with others to learn language (social affective strategies).

language of instruction
> The language used for instruction.

language use strategies
> Strategies that students can use to aid in reading, listening, and interactive situations (receptive strategies), for speaking and writing situations (productive strategies), and when interacting with others (interactive strategies).

learning intentions
> Describes clearly what students will learn (know, understand, and do) as a result of learning and teaching activities.

lexical chunk
> See **formulaic expressions**.

lexicon
> Vocabulary words and phrases that a person knows in a language. A person's lexicon includes both receptive and productive knowledge. An EAL learner usually has a larger receptive vocabulary, but may have a productive knowledge of some words that have been learned through reading but are not recognized in conversation.

linguistic competence
> The knowledge of the building blocks of the language, such as grammar, word formation, lexicon, sound-symbol system, and spelling, and the ability to use that knowledge to interpret and produce meaningful texts.

linguistically appropriate programming
> Programming that takes into account the current proficiency of the EAL learner in the language used for instruction, and provides learning experiences that are designed to develop competency across the four domains of EAL learning, while supporting the maintenance and continued development of the learner's first language(s). Linguistically appropriate programming addresses both social and academic language across the curriculum.

link word/phrase
> Words that connect the elements of a text. (See **cohesion**.)

marker
> A morpheme that indicates the grammatical function of the marked word, phrase, or sentence (e.g., markers for verb tense, plural).

mechanical features
> The conventions (such as punctuation, indentation, capitalization, and abbreviations) that are used in written text to provide and clarify meaning.

metacognition
> People's knowledge about their own thinking and their ability to communicate about how they learn.

metacognitive (learning strategies)
> Strategies that students can use to analyze, plan, and talk about their learning (e.g., checking work for errors, rehearsing language situations, self-monitoring, and evaluation of learning).

morpheme
> The smallest conceptual component of a word, or other linguistic unit, that has **semantic** meaning. A morpheme may or may not stand alone (e.g., the English word unpredictable is made of four morphemes: *un* [not] –*pre* [before] –*dict* [say] –*able* [capable of]; *car* is a single morpheme, but *cars* has two: *car–s* [s indicating plural]).

morphology
> The study of how words are formed in a language, or the patterns in the way words are formed from smaller units by using prefixes, roots, and suffixes (e.g., re-entering) and how those units work together in speech.

multimodal text
> A text that conveys meaning through more than one "mode"—that is, through a combination of spoken, written, or visual language and various forms of still or moving images. Multimodal texts may be delivered through a variety of media, including print, live performance, or digital formats (e.g., informational poster, picture book, webpage, computer presentation, video, brochure, blog, and diorama).

oral communication skills
> The skills required to communicate in spoken form. In learning the first language, oral skills are usually acquired naturally and are the foundation of written language. "**Aural**" (listening) and "oral" (speaking) skills are interrelated and both are required to participate in conversation. In learning a new language, oral skills usually precede written skills, especially in younger learners.

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phoneme

The smallest units of sound that can be contrasted with another in a language (e.g., In English, the written letters *b* and *v* are distinct phonemes; the two letters *sh* combine to form one sound unit or phoneme /ʃ/; the phonemes for the letter *c* are /k/ and /s/).

phonemic awareness

Being able to hear, identify, and manipulate the smallest units of sound (**phonemes**) that make up spoken language. This is an essential skill for learning to read in an alphabetic language such as English.

phonic

The relationship between the **phonemes** (sounds) of spoken language and the written symbols (letters) that represent those sounds.

phonological awareness

A broad term that refers to the ability to recognize and manipulate the sounds of one's language, at the level of syllables, onsets and rhymes, and **phonemes**.

pragmatics

The study of the ways in which context contributes to meaning. The transmission of meaning depends not only on linguistic knowledge (e.g., grammar, lexicon, etc.) of the speaker and listener, but also on the context, the relationship of the people involved, purposes of communication, and so on.

productive (learning strategies)

Strategies that students can use to enhance their generation of language for speaking and writing and in interactive situations (e.g., using first language to fill in unknown words, rephrasing, applying grammar rules, and using a variety of resources to correct texts).

productive task

A task that involves speaking, writing, and representing, often referred to as expressive language.

read around

Oral reading format whereby the whole class takes turns reading aloud (sometimes called round-robin reading).

realia

Objects from real life used in classroom instruction by educators to support meaning (e.g., fruit, bus schedule, personal care items).

receptive (learning strategies)

Strategies that students can use to aid in comprehension for reading and listening and in interactive situations (e.g., using illustrations, making inferences based on prior knowledge and experience, using key content words, skimming, rereading, and using phrases to intervene in a discussion).

receptive task

A task that requires the processing and comprehension of language through listening (spoken language), reading (written language), and viewing.

referential device

A type of **discourse feature** that creates **cohesion** in a text by making connections to something else within the text through the use of such means as personal pronouns and synonyms for previously named nouns (e.g., Sir John A. Macdonald was the first prime minister of Canada. He was instrumental in building the railroad from east to west across the country.).

register

A style or type of language used for a particular purpose or in a particular social setting. Languages generally include several registers, usually based on the level of formality of the setting. Educated adult speakers usually can use several registers within their first language, ranging from intimate and casual ("Hey, guy. What's up?) to formal ("Good morning, Mr. Lee. How may I help you?"). EAL learners in schools need to recognize and acquire the casual registers used in everyday conversation, but also the more formal, academic register used in content-area learning and formal assessments.

repair strategies

Strategies used by speakers to correct or clarify a previous statement (e.g., requesting repetition, repeating part of a heard phrase with a question word, correcting).

rhythm

The pattern of stressed and unstressed syllables in spoken language.

semantic

The meanings of lexical items or of specific grammatical structures. It is contrasted with pragmatic meaning.

sentence frame

A strategy used with EAL learners to assist with creating sentences. It provides them with a starting place for saying and writing their ideas, as well as models of correct grammar usage and paragraph construction. Students are prompted to create sentences based on frames that provide some sentence parts and leave others blank for their completion (e.g., "One implication of _____ is that _____.").

sentence starter

An opening phrase or clause of a sentence with a subsequent blank space for students to complete—a commonly used scaffold when students are exploring new language functions or forms. Sometimes starters are used to activate thinking, generate creative writing, and support content-area learning tasks (e.g., "A _____ has _____." "My favourite food is _____."; "I wish I could"; "One strategy I used was _____ "; "First, I _____, and then I _____."; "A cell is like _____ because _____"; "The purpose of _____ is to _____."). (See also **sentence frame**.)

social affective (learning strategies)

Strategies that students can use to learn with others and to manage social and affective aspects of learning (e.g., seeking assistance, taking risks, working with others, getting feedback, and brainstorming).

social conventions of language

The unwritten social rules of language that are commonly a part of a culture's expected behaviours and beliefs (e.g., in Canadian culture, it is appropriate [polite] to use "please" when making a request).

social formula

Fixed expression or chunk of language used in communicative situations such as greetings, introductions, thanks, apologies, compliments. interruptions, or closing a topic or conversation (e.g., "Excuse me"; "I like your… ."; "Well, I have to run…"; "Thanks a million."). (See **formulaic expression**, **gambit**.)

sociocultural

The combination of social and cultural factors that are embedded in language and learning.

sociolinguistic competence

The ability to understand and produce language that is appropriate to the social situation and relationships within a communication setting.

sociolinguistic

The influence on language of social and cultural factors, such as region, gender, occupation, and peer group.

sound/symbol (relationships)

Pronunciation, stress, and intonation, and the ways that sounds in words are represented in print.

specialized EAL programming

A model of programming for EAL and LAL students that involves an EAL-specialist teacher playing a larger role in the instructional programming of EAL learners, especially during the initial stages of EAL development. This may be within the regular classroom in collaboration with the classroom teacher, or independently in specialized EAL classrooms or courses where students are grouped or clustered for EAL focused instruction.

Standard English

The variety of spoken and written English that is typically used by educated people in informal and formal contexts. A range of **registers** exists within Standard English, with the written form being more formal and less open to variation and change.

strategic competency

The ability to use various strategies for language learning and language use in a broad sense, and general learning strategies to acquire content. Competency in this area supports both language and academic learning in new settings.

stress pattern

The emphasis that may be given to certain syllables in a word or to certain words in a phrase or sentence.

substitution

The replacement of one element (word, phrase, or clause) for another to avoid repetition (e.g., "He was trying to sell the old, ugly furniture, but no one would buy it.)" ("it" replaces "old, ugly furniture."); "Is this melon ripe?" "I think so." ("so" replaces "that this melon is ripe.").

syntax

The patterns and principles that govern the formation of word structures, word combinations, and sentences.

tense

The time in which an action (verb) occurs. Different languages have very different ways of conveying time. In English, linguists state that only two tenses exist (present and past), with the other situations being covered by the use of mood and aspect. However, many teaching resources in English will use the term *tense* to refer to 12 possible combinations of tense and **aspect**.

A **tense marker** is a **morpheme** that indicates the verb tense of the marked word, phrase, or sentence (e.g., *-ed, -d, saw*).

text form

A specific sub-category of oral or written communication that is characterized by a set of generally recognized conventions or features (e.g., function, organizational elements , frequently used grammatical structures, physical design). In practice, text forms may overlap at times, and the features may change over time (e.g., map, brochure, cinquain, interview, list, proverb, computer menu, glossary, schedule, description, business letter, laboratory report). (See **discourse genre**.)

transactional use of language

The use of language for pragmatic purposes ("getting things done") in personal, social, academic, and non-academic contexts (e.g., to inform, direct, persuade, plan, analyze, argue, or explain).

wordplay

Witty or clever use of words for humour or emphasis (e.g., puns, repartee, playful pronunciations, double meanings, and nicknames).

writing conventions

The features that are used in written text to provide and clarify meaning (e.g., spacing of letters, punctuation, indentation, capitalization, abbreviations). The appropriate use of writing conventions is one of the aspects of writing—along with meaning (**semantics**), linguistic features (**syntax**), and story development—that contribute to writing proficiency.

Cummins, Jim. "Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters." *Working Papers on Bilingualism*, Vol. 19, 1979, pp. 197–205.

Zwiers, Jeff. "Teacher Practices and Perspectives for Developing Academic Language." *International Journal of Applied Linguistics*, Vol. 17, 2007, pp. 93–116.

Manitoba **Kindergarten to Grade 4** Curriculum Framework
for **English as an Additional Language (EAL)** Programming

Appendices

Appendix A

Orientation Checklist

Student's Name: _____

(Surname)   (Given)   (Middle)

Date _____

(Day/Month/Year)

- Obtain family and previous school documents required for the student's registration, and make copies of them to start the student's cumulative file, such as the following:
  - Passport—copy page with photo identification
  - Permanent resident card or a visa
  - Prior school records (e.g., report cards, transcripts), if available
- Make an appointment for the family to meet with a school representative (perhaps with an interpreter) for an initial meeting. Provide the family with written confirmation of this meeting (date of interview, time, location, and with whom the meeting will take place). Complete the Initial Meeting Form at this meeting.
- Assist the family to complete the school registration form, with assistance from an interpreter if needed. Help them fill out other required documents/forms (e.g., regarding computer use, media release, Unified Referral and Intake System [URIS], field trips, lunch hour).
- Provide the family with the following information in a comprehensible way (if possible, also provide a simplified written document that the family can review later):
  - Basic information about the school/community, including
    - ❑ Names of the principal/vice-principal, EAL/resource teacher, classroom teacher(s), and so on
    - ❑ Telephone numbers/contact information for the school, relevant community organization(s), interpreter services, and so on
    - ❑ Description of support services available from the school and the school division
  - Structure of the school day and school year, including
    - ❑ Timetable and six-day cycle
    - ❑ Early dismissal
    - ❑ Lunch breaks (location, time, procedures, expectations)
    - ❑ Recess/breaks (purpose, time, activities)
    - ❑ Long weekends and professional learning days
  - Common school information, including
    - ❑ Expectations regarding absences from school and late arrivals to school, and how to report them
    - ❑ School norms and rules (e.g., Code of Conduct, dress code, school safety, playground rules, emergency procedures and drills)
    - ❑ Roles and responsibilities of parents/guardians/family
    - ❑ Student report cards (including the E-designation for courses) and parent-teacher conferences
    - ❑ Needed school supplies and clothing for physical education classes
    - ❑ Winter clothing and weather precautions

- Provide a school tour. If possible, provide a student buddy for social and language support during the tour. On the school tour, include
  - ❑ Location of the classroom, office, resource room, and places students need to go in the school (e.g., gymnasium, art room, music room)
  - ❑ Location of washrooms and how to ask to go to the washroom

    Note: New EAL students may need assistance in finding the various locations at the school several times until they are more familiar with their surroundings. They may need to be taught how to operate a toilet, faucets (especially the hot water feature), hand dryer, water fountain, and so on.

  - ❑ Location of physical education change rooms (including location of a private space, if requested)
  - ❑ Introductions to the student's teachers
  - ❑ Place to go if the student is lost or feels uneasy
  - ❑ Names of a few adults (e.g., library staff, educational assistants [EAs], custodian) who may be helpful to the new student
  - ❑ Location of sibling(s)' classroom(s)
  - ❑ Opening and closing/locking of lockers
  - ❑ Places for school drop-off and pick-up (meeting family, taking bus, walking)
- On the first day of school:
  - ❑ Have a resource teacher, classroom teacher, administrator, EA, or support worker meet the student and/or family at a pre-arranged time and place.
  - ❑ Tell the family where and when to pick up and drop off the student.
  - ❑ Walk to class with the student, reintroduce the student to the teacher, and help set up a student buddy.
  - ❑ Check how the student is doing during the day.
- Complete the necessary administrative tasks according to school/school division policies. This may include the following tasks:
  - ❑ Create an appropriate timetable for the student.
  - ❑ Share information placed in the new student's cumulative file.
  - ❑ Request computer access for the student.
  - ❑ Create an EAL student-specific learning plan and share it with teachers.
  - ❑ Notify the settlement services team about the new family, if applicable.
  - ❑ Other: _____
- Complete the English language and mathematics skills inventories with the student at an appropriate time.
- Provide information for the Senior Years student, including
  - ❑ Credit system and E-designated course credits
  - ❑ Course choices (compulsory and optional courses)
  - ❑ Graduation requirements and alternative pathways (e.g., Mature Student High School Diploma, extended time at high school)

    Note: Information from the English language and mathematics skills inventories is necessary to inform the discussion about the appropriate starting grade level in Canada and the potential graduation timeline.

Appendix B

Initial Meeting Form

Personal Information

Student's Name: _____ Date: _____
             (Surname)   (Given)   (Middle)   (Day/Month/Year)

Name to Be Used in School: _____ Gender: ❑ Male ❑ Female ❑ Other _____

Age: _____ Date of Birth: _____ Country of Birth: _____
                      (Day/Month/Year)

Date Arrived in Canada: _____ Date Arrived in Manitoba: _____
               (Day/Month/Year)   (Day/Month/Year)

Parent/Guardian/Family Member's Name: _____ Relationship: _____

Parent/Guardian/Family Member's Name: _____ Relationship: _____

Primary Contact (Whom should the school try to contact first?):

Name: _____ Telephone Number/Email: _____

Family Information

Student currently lives with: _____

Sibling(s)

Name of Sibling	Gender	Age	School

Are there any cultural/religious/spiritual/food/etc. accommodations of which the school should be aware? If yes, specify:

_____

_____

Previous Residency

List other communities/countries of residence (in order of migration from first to most recent).

Location	Length of Stay
1.	
2.	
3.	

Linguistic Profile

Language(s) currently spoken at home (in order of dominance):

1. _____ 2. _____ 3. _____

Student

Language	Level of Proficiency (None, Some, Fluent)			
	Understands	Speaks	Reads	Writes

Parent/Guardian/Family Member _____

Language	Level of Proficiency (None, Some, Fluent)			
	Understands	Speaks	Reads	Writes

Parent/Guardian/Family Member _____

Language	Level of Proficiency (None, Some, Fluent)			
	Understands	Speaks	Reads	Writes

Is an interpreter required when the school communicates with the parent(s)/guardian(s)/family?

Oral Communication: ❑ Yes (Language of Choice: _____) ❑ No

Written Communication: ❑ Yes (Language of Choice: _____) ❑ No

For the Early Years student, in any language:

Is the student read to at home? ❑ Never ❑ Sometimes ❑ Frequently

Does the student read at home? ❑ Never ❑ Sometimes ❑ Frequently

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Educational History

Has the student attended school? ❑ Yes ❑ No

If yes: Age at Entering First School: _____ Total Years of Prior Schooling: _____

Community/Country	Dates (from–to)	Type of School*	Grade(s)/ Level(s)	Language(s) of Instruction

*Public / Private / First Nations (Independent) / Refugee Camp / Rural / Urban / Home Schooled / Technical / Vocational / Academic

Report Cards/Records/Samples of Work from Previous School(s):

❑ Copies Attached   Translated? ❑ Yes ❑ No

School Attendance: ❑ Regular ❑ Irregular ❑ Lengthy Disruption: _____
(specify length of disruption)

Reason for Irregular/Disrupted Attendance: _____

Overall School Performance: ❑ Below Age Appropriate ❑ At Age Appropriate ❑ Above Age Appropriate

Does the student have any learning problems or difficulties? ❑ Yes ❑ No
If yes, explain: _____

Previous Instruction in English: Number of Hours Per Week: _____ Number of Years: _____

Emphasis on: ❑ Listening ❑ Speaking ❑ Reading ❑ Writing

Previous Instruction in French: Number of Hours Per Week: _____ Number of Years: _____

Emphasis on: ❑ Listening ❑ Speaking ❑ Reading ❑ Writing

Student Interests/Strengths

What is(are) your favourite subject(s)? _____

What do you like to do after school? (e.g., hobbies, interests, activities, sports, music, art) _____

Would you like to share any other experiences? (e.g., babysitting, selling in a market, farming, fishing)
_____

For the Senior Years student:

What are your future career goals? _____

Did you work prior to coming to Canada? ❑ Yes ❑ No   If yes, explain: _____

Will you look for a job in Canada? ❑ Yes ❑ No   If yes, explain: _____

Do you have a cell phone that can be used for translation? ❑ Yes ❑ No

Have you ever used computers? ❑ Yes ❑ No   If yes, explain: _____

Medical Information

Has the student had medical problems in the past? ❑ Yes ❑ No

If yes, explain: _____
_____

Does the student have any allergies? ❑ Yes ❑ No

If yes, describe: _____

Does the student wear glasses? ❑ Yes ❑ No

For Early Years student: At what age did the student begin to speak? _____ walk? _____

Note: Check the Unified Referral and Intake System (URIS) form for any medical conditions the student has or any medications the student is taking.

Current Legal Status in Canada (check one)

❑ Canadian Citizen: ❑ Born in Canada ❑ Naturalized on Date: _____
(Day/Month/Year)

❑ Permanent Resident: ❑ Individual ❑ Family Class ❑ Government-Assisted Refugee ❑ Privately Sponsored Refugee

❑ Refugee Claimant

❑ Visa: ❑ Study Permit ❑ Work Permit ❑ Other (specify): _____ Expiry Date: _____
(Day/Month/Year)

❑ Other (explain): _____
_____

For Office Use Only

❑ EAL Program ❑ Regular Program with EAL Adaptations ❑ Regular Program ❑ Other: _____

Placement Grade: _____ Start Date: _____
(Day/Month/Year)

Last Grade Completed: _____ Canadian Grade Equivalent: _____ Current Age-Appropriate Grade: _____

Newcomer Assessment Field Code (check one):

❑ **Code 10:** At grade level ❑ **Code 20:** 1 to 2 years below grade level

❑ **Code 30:** 3 or more years below grade level ❑ **Code 40:** No formal school ❑ **Code 50:** Not assessed

Interviewer's Name: _____ Interview Date: _____
(Day/Month/Year)

Location: _____

Interpreter's Name: _____ Telephone: _____

This personal and personal health information is being collected under the authority of *The Public Schools Act* for purposes related to the provision of educational programming and/or services supporting the student's educational progress. It is protected by the Protection of Privacy provisions of *The Freedom of Information and Protection of Privacy Act* (Manitoba) and/or *The Personal Health Information Act* (Manitoba). **If you have any questions about the collection of infomation, please contact your school principal.**

Administrator's Name: _____ Signature: _____

Appendix C

Summary of EAL Stage Indicators

Student's Name: _____   Date of Assessment: _____
                                                                     (Day/Month/Year)

School: _____   Newcomer Code: _____

Date of Birth: _____ Age: _____
                (Day/Month/Year)

EAL Stage (select the lowest stage for programming): _____

Stage Indicators

Determine the student's English language skills (listening, speaking, reading, and writing) by completing the inventories on the following pages. Upon the completion of each inventory, check the stage at which the student is working in each of the skill areas, using the stage indicators below.

Listening	Speaking
❏ Stage 1	❏ Stage 1
▪ Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia	▪ Uses non-verbal clues and responds using simple words, short phrases, or simple sentences
❏ Stage 2	❏ Stage 2
▪ Demonstrates an understanding of the gist of a series of connected sentences (may be supported by visual aids)	▪ Responds using short phrases or sentences during routine interactions
❏ Stage 3	❏ Stage 3
▪ Demonstrates an understanding of main points and details of age/grade-appropriate interactions	▪ Responds in complete sentences, using clear and comprehensible pronunciation during longer and more complex interactions

Reading	Writing
❏ Stage 1	❏ Stage 1
▪ Is beginning to gain meaning from simple words and sentences	▪ Writes simple text (words, phrases)
❏ Stage 2	❏ Stage 2
▪ Gains meaning from a series of connected sentences on a familiar topic	▪ Writes a simple text of several interrelated ideas, using some writing conventions
❏ Stage 3	❏ Stage 3
▪ Demonstrates an understanding of main ideas and supporting details from reading near grade-level texts	▪ Produces an extended series of interrelated ideas to create an age-appropriate text, with occasional errors

Appendix D

EAL Student-Specific Plan (SSP) Template

Section 1: Student Information and Prior Learning

Student and School

Student's Name: _____ Date Completed: _____
       (Surname)   (Given)   (Middle)   (Day/Month/Year)

Date of Birth: _____ Age: _____ Student No.: _____
     (Day/Month/Year)

School: _____ Grade: _____ Room: _____

Number of Years in Canada: _____ Overall EAL Stage (from EAL intake process): _____

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Parent/Guardian/Family Member's Name(s): _____

Telephone and/or Email: _____

Home Language: _____ Is there a URIS plan? ❏ Yes ❏ No

Student's Prior Learning

Note: Access the student's Initial Meeting Form from the EAL intake process for information about cultural background, country of origin, and language(s) spoken.

Summation of Prior Learning

Prior English language learning? ❏ Yes ❏ No

Description: _____

_____

❏ No previous interruptions in schooling

❏ Significant interruptions in learning   Total years of interrupted learning: _____

❏ Refugee/war-affected background

Number of years of prior schooling: _____

Manitoba equivalent of years of schooling for this age: _____
(e.g., a 10-year-old student would have five years of schooling)

General Comments about First Language and English Language Ability

Section 2: Student Learning Plan

Student's Strengths

Student's Language Needs

Section 3: Language Learning Plan

EAL Learning Goals (from Framework)	Content-Area Learning Goals	Teaching Strategies	Assessment
Domain: Linguistic Competence			

EAL Learning Goals (from Framework)	Language Strategies (How will these language goals be addressed?)	Content-Area Learning Goals	Assessment of Language and Content
Domain: Contextual Applications			
Domain: Strategic Competence			
Domain: Intercultural Competence and Global Citizenship			

Section 4: Specialized Support Recommendation

State the name(s) of the specialist(s) if/when available.

❏ EAL or LAL Class: _____

❏ EAL Specialist/Support Teacher: _____

❏ Resource Teacher: _____

❏ Reading Clinician: _____

❏ Occupational Therapist/Physiotherapist: _____

❏ Social Worker/Counsellor/Psychologist: _____

❏ Special Education Support/Referral: _____

❏ Other: _____

Section 5: Student-Specific Comments

For Early Years: E-Designated Courses	
Course	Course Description

Section 6: Signatures of Planning Partners

❏ This EAL Student-Specific Learning Plan was reviewed with the student's parent/guardian/family member.

Date of Review: _____
(Day/Month/Year)

Reviewer's Name: _____ Position: _____

❏ Interpreter Present: Name: _____ Language: _____

Resource/EAL Teacher's Name:

_____ Signature: _____

School Administrator's Name:

_____ Signature: _____

Parent/Guardian/Family Member's Signature: _____
(Recommended)

Appendix E

EAL Student-Specific Plan (SSP) Template

Section 1: Student Information and Prior Learning

Student and School

Student's Name: <u>Mongkut</u>   <u>Chati (Chat)</u>   Date Completed: _____
      (Surname)   (Given)   (Middle)   (Day/Month/Year)

Date of Birth: _____ Age: <u>7</u>   Student No.: <u>XC000000A</u>
      (Day/Month/Year)

School: <u>City Central School</u>   Grade: <u>2</u>   Room: <u>12</u>

Number of Years in Canada: <u>2</u>   Overall EAL Stage (from EAL intake process): <u>2</u>

Listening: _____ Speaking: _____ Reading: _____ Writing: _____

Parent/Guardian/Family Member's Name(s): _____

Telephone and/or Email: _____

Home Language: <u>Thai</u> _____   Is there a URIS plan? ❏ Yes   ☑ No

Student's Prior Learning

Note: Access the student's Initial Meeting Form from the EAL intake process for information about cultural background, country of origin, and language(s) spoken.

Summation of Prior Learning

Prior English language learning? ☑ Yes   ❏ No

Description: <u>Chat took some English classes in school.</u>

☑ No previous interruptions in schooling

❏ Significant interruptions in learning   Total years of interrupted learning: _____

❏ Refugee/war-affected background

Number of years of prior schooling: _____

Manitoba equivalent of years of schooling for this age: <u>2</u>
(e.g., a 10-year-old student would have five years of schooling)

General Comments about First Language and English Language Ability

Chat seems to have grade-level literacy in Thai. He has spoken and written in Thai.

His oral language skills in English are stronger than his reading and writing skills, but he shows eagerness to read and write in English.

Chat is friendly and makes friends easily. He is active with his classmates during recess.

Section 2: Student Learning Plan

Student's Strengths

Chat likes to play soccer and basketball.

He enjoys talking about his home country and shares stories of his experiences at his previous school.

Chat willingly participates in class activities, to the extent that he is able to.

Student's Language Needs

Develop oral language skills to participate in group work.

Develop reading skills—identifying main idea and related content.

Develop writing skills in forming longer texts.

Develop note-taking skills to organize information and ideas.

Section 3: Language Learning Plan

EAL Learning Goals (from Framework)	Language Strategies (How will these language goals be addressed?)	Content-Area Learning Goals	Assessment of Language and Content
Domain: Linguistic Competence			
Date: Use simple English sentences, including tense (simple and continuous present and past) and basic prepositions Word walls, small-group interactions, increase time for responses	(Specify content area where these goals and strategies will be used)		Forms and expresses simple ideas and information from personal experience and knowledge Uses some oral and written language features, to create meaning
Date: Read and understand text on familiar topics, with support Pre-teach key vocabulary, maintain a personal dictionary, use explicit modelling, sentence frames, visuals and manipulatives, read-alouds, one-on-one reading			Uses text and prior knowledge to make sense of texts Understands that the order and organization of texts (e.g., capital letters, word order) contribute to the meaning of texts
Date: Write a simple text (sentences) of interrelated ideas on a familiar topic, with support Use sentence starters, paragraph frames, word banks, graphics and pictures, graphic organizers			Uses knowledge of word and sentence order to communicate meaning when creating text Is starting to use a variety of sentence structures, beginnings, and lengths

EAL Learning Goals (from Framework)	Language Strategies (How will these language goals be addressed?)	Content-Area Learning Goals	Assessment of Language and Content
Domain: Contextual Applications			
Date: Respond to ideas and products of peers, with support Use social integration activities, active listening skills			Uses a large and increasing bank of high-frequency, topic-specific words to make meaning
Date: Ask for and provide information on familiar topics in structured situations, with support Use graphic organizers, sentence frames, group discussion, word list			
Domain: Strategic Competence			
Date: Use a variety of simple interactive strategies to enhance language learning, with guidance (e.g., ask for clarification or repetition when student does not understand) Use active listening, group discussion, prompts			
Domain: Intercultural Competence and Global Citizenship			
Date: Use home language to formulate ideas and communicate them in English Use personal dictionary, electronic translators			

Section 4: Specialized Support Recommendation

State the name(s) of the specialist(s) if/when available.

☑ EAL or LAL Class: _____

❑ EAL Specialist/Support Teacher: _____

❑ Resource Teacher: _____

❑ Reading Clinician: _____

❑ Occupational Therapist/Physiotherapist: _____

❑ Social Worker/Counsellor/Psychologist: _____

❑ Special Education Support/Referral: _____

❑ Other: _____

Section 5: Student-Specific Comments

Chat is quiet and eager to do well in school. He is attentive and thinks thoroughly before answering questions, but is unsure of his responses. Parents have indicated that he gets frustrated easily if he gets an answer wrong, so he will need extra time to respond to questions (increased wait time).

For Early Years: E-Designated Courses	
Course	Course Description

Section 6: Signatures of Planning Partners

☑ This EAL Student-Specific Learning Plan was reviewed with the student's parent/guardian/family member.

Date of Review: _____ (Day/Month/Year)

Reviewer's Name: _____ Position: _____

❑ Interpreter Present: Name: _____ Language: _____

Resource/EAL Teacher's Name:

_____ Signature: _____

School Administrator's Name:

_____ Signature: _____

Parent/Guardian/Family Member's Signature: _____ (Recommended)

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Early Years: Manitoba Kindergarten to Grade 4 Curriculum Framework for English as an Additional Language (EAL) Programming

References

Please see page 21 of *Assessment of EAL and LAL Learners* for a list of references.