



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



## **Early Years EAL Progressions**

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## 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 <b>demonstrate use of linguistic elements.</b>			
Strands	Stage 1 	Stage 2 	Stage 3
1.1.1 Use sound and symbol systems appropriately <i>a. Demonstrate understanding of pronunciation (phonemic awareness)</i>	Mimic pronunciation of words and short phrases <ul style="list-style-type: none"> <li>including English intonation and stress patterns <i>(e.g., question)</i></li> </ul>	Pronounce most English sounds accurately <ul style="list-style-type: none"> <li>allowing for some difficulty with specific sounds, and using English intonation and stress patterns to convey meaning <i>(e.g., blends)</i></li> </ul>	Use consistently clear and comprehensible pronunciation <ul style="list-style-type: none"> <li>with or without evidence of an accent <i>(e.g., silent letters)</i></li> </ul> <p>Comprehend and use standard English intonation and stress patterns in words and sentences to convey intended meanings and feelings</p> <ul style="list-style-type: none"> <li>using age-appropriate words and sentences</li> </ul>
1.1.1 Use sound and symbol systems appropriately <i>b. Demonstrate understanding of symbol system (phonological awareness)</i>	Demonstrate an understanding that letters represent speech sounds <ul style="list-style-type: none"> <li>using some elements of the sound-symbol system</li> <li>in modelled oral and written situations <i>(e.g., copy letters and words encountered in their environment)</i></li> </ul>	Use many elements of the sound-symbol system to decode and generate oral and written texts <ul style="list-style-type: none"> <li>in structured situations</li> <li>with guidance <i>(e.g., use consonants and some vowels consistent with the sounds they wish to represent)</i></li> </ul>	Use most elements of the sound-symbol system to comprehend and generate oral and written texts <ul style="list-style-type: none"> <li>consistently and independently with some accuracy</li> <li>using some phoneme blends and vowel sounds <i>(e.g., decipherable invented spelling)</i></li> </ul>
1.1.2 Use lexicon (vocabulary) appropriately	Recognize and/or use, with modelling and support, an emergent repertoire of words and phrases <ul style="list-style-type: none"> <li>in familiar contexts <i>(See suggested topics on the next page.)</i></li> </ul>	Use, with support, a developing repertoire of words and phrases <ul style="list-style-type: none"> <li>for familiar classroom, academic, and social purposes <i>(See suggested topics on the next page.)</i></li> </ul>	Use, with occasional support, an expanded repertoire of words and phrases <ul style="list-style-type: none"> <li>for a variety of age-/grade-appropriate classroom, academic, and social purposes <i>(See suggested topics on the next page.)</i></li> </ul>
1.1.3 Demonstrate understanding of grammatical features	Recognize and/or use, with modelling and support, basic English structures <ul style="list-style-type: none"> <li>in familiar contexts</li> <li>using phrases or short sentences <i>(At this stage, frequent errors may impede communication.)</i></li> </ul>	Use, with support, basic English structures <ul style="list-style-type: none"> <li>by attempting to generate rules</li> <li>by attempting to self-correct</li> <li>demonstrating some awareness of tense</li> <li>using a few prepositions</li> <li>for familiar classroom, academic, and social purposes <i>(At this stage, errors may still occasionally impede meaning.)</i></li> </ul>	Use, with occasional support, basic English structures <ul style="list-style-type: none"> <li>by interacting effectively in age-/grade-appropriate oral and written communication</li> <li>for a variety of age-/grade-appropriate classroom, academic, and social purposes <i>(At this stage, occasional errors will not impede meaning.)</i></li> </ul>
1.1.4 Demonstrate understanding of mechanical features	Recognize and/or use, with modelling and support, basic English mechanical features <ul style="list-style-type: none"> <li>in familiar contexts <i>(e.g., copy a short sentence)</i></li> </ul>	Use, with support, basic English mechanical features <ul style="list-style-type: none"> <li>for familiar classroom, academic, and social purposes <i>(e.g., generate a list)</i></li> </ul>	Use, with occasional support, basic English mechanical features <ul style="list-style-type: none"> <li>consistently</li> <li>for a variety of age-/grade-appropriate classroom, academic, and social purposes</li> </ul>
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 <ul style="list-style-type: none"> <li>in familiar contexts <i>(e.g., joining two nouns with "and")</i></li> </ul>	Use, with support, a developing range of basic English discourse features in a variety of texts <i>(e.g., first..., and then..., filling in a graphic organizer)</i>	Use, with occasional support, basic English discourse features with some consistency and growing awareness of meaning in a variety of texts <ul style="list-style-type: none"> <li>for a variety of age-/grade-appropriate classroom, academic, and social purposes <i>(e.g., because)</i></li> </ul>

## Cluster 1.1

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

Manitoba Education's document *Curriculum Essentials* (2015), found at [www.edu.gov.mb.ca/k12/cur/essentials/index.html](http://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 <b>demonstrate language competence.</b>			
Strands	Stage 1 	Stage 2 	Stage 3
1.2.1 Listen and view	<p>Listen to and understand simple words, word clusters, and sentences</p> <ul style="list-style-type: none"> <li>in structured situations</li> <li>using hands-on and active experiences</li> <li>using visual aids, gestures, role-playing, pictures, realia, etc.</li> <li>in familiar classroom routines and social contexts</li> </ul>	<p>Listen to and understand the main idea or theme of an oral or multimedia discussion or presentation</p> <ul style="list-style-type: none"> <li>by supportive hands-on and active experiences</li> <li>using visual aids</li> <li>on a range of familiar topics, routines, social contexts, and, with preparation, new topics</li> </ul>	<p>Understand essential information and supporting details of an extended dialogue or an age-/grade-appropriate oral or media presentation</p> <ul style="list-style-type: none"> <li>in familiar and new topics <i>(e.g., a read-around)</i></li> </ul>
1.2.2 Speak and represent	<p>Produce orally meaningful phrases, social formulas, and simple sentences</p> <ul style="list-style-type: none"> <li>in structured situations</li> <li>with or without visual aids such as drawings, physical movement, gestures, and realia <i>(e.g., "I like book.")</i></li> </ul>	<p>Express meaning spontaneously</p> <p>Produce, with guidance, a short oral presentation</p> <ul style="list-style-type: none"> <li>on a personal or familiar topic</li> <li>in structured situations</li> <li>possibly supported with visual aids <i>(e.g., retelling a story or experience, show and tell)</i></li> </ul>	<p>Produce a short prepared or spontaneous oral or multimedia presentation</p> <ul style="list-style-type: none"> <li>with minimal support</li> <li>on a personal or researched topic</li> <li>with or without visual aids</li> </ul>
1.2.3 Read and view	<p>Begin to recognize and gain meaning from simple words and sentences</p> <ul style="list-style-type: none"> <li>with extensive modelling and guidance</li> <li>on familiar topics</li> <li>with pictures, repetition, and patterns</li> </ul>	<p>Read and gain meaning from a series of connected sentences</p> <ul style="list-style-type: none"> <li>on familiar topics in an increasing range of text forms used in the classroom and in different subject areas</li> <li>with structured support</li> <li>using visual aids</li> </ul>	<p>Read and understand the main idea and some supporting details</p> <ul style="list-style-type: none"> <li>with guidance</li> <li>in near grade-level texts dealing with familiar and new topics</li> <li>using visual aids</li> </ul>
1.2.4 Write and represent	<p>Write simple words, phrases, and sentences on familiar topics or events</p> <ul style="list-style-type: none"> <li>drawing on the student's oral repertoire</li> <li>with extensive modelling and/or guidance</li> <li>with or without using simple representations <i>(e.g., drawings, to aid communication)</i></li> </ul>	<p>Produce a simple text of several interrelated ideas</p> <ul style="list-style-type: none"> <li>on a familiar topic</li> <li>in a structured situation</li> <li>with guidance</li> <li>by using or not using simple representations to aid communication <i>(e.g., complete sentence starters, write a patterned book)</i></li> </ul>	<p>Produce an extended series of interrelated ideas dealing with a familiar personal or academic topic</p> <ul style="list-style-type: none"> <li>spontaneously and/or with guidance</li> <li>in structured or unstructured age-/grade-appropriate situations</li> </ul>
1.2.5 Demonstrate interactive fluency	<p>Engage in simple and short classroom or social interactions using words, phrases, or simple sentences</p> <p>Indicate understanding or lack of understanding with gestures or a short phrase</p>	<p>Manage simple, routine interactions</p> <ul style="list-style-type: none"> <li>without undue difficulty</li> <li>asking for repetition or clarification when necessary</li> </ul>	<p>Manage longer and more complex social and classroom interactions with ease</p> <ul style="list-style-type: none"> <li>seldom needing repetition or clarification</li> </ul>

## 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 <b>demonstrate knowledge of the use of socio-cultural/socio-linguistic elements.</b>			
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 <i>(e.g., on the playground, teacher to parent)</i>	Experiment with formal and informal uses of language in familiar contexts <i>(e.g., "buddy" vs. "friend")</i>	Use appropriate levels of formality for the variety of people and contexts in their lives <i>(e.g., talking to principal or guests versus talking to friends)</i>
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 <i>(e.g., "Mr. Smith," "please/thank you")</i>	Recognize verbal behaviours that are considered impolite in a variety of contexts	Use appropriate social conventions in a variety of contexts <i>(e.g., how to interrupt a conversation)</i>
1.3.5 Use non-verbal communication appropriately	Understand the meaning of and imitate some common non-verbal behaviours used in Canadian culture <i>(e.g., raise their hand in class)</i>	Recognize non-verbal behaviours that are considered appropriate or inappropriate <i>(e.g., physical contact, personal space)</i>	Interpret and use appropriate non-verbal communication techniques <ul style="list-style-type: none"> <li>in a variety of age-/grade-appropriate contexts</li> </ul>



## 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 <b>demonstrate knowledge of how discourse is organized, structured, and sequenced.</b>			
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 <ul style="list-style-type: none"> <li>with visual support and modelling</li> </ul> <i>(e.g., sequence pictures/visuals)</i>	Recognize the connections between several sentences on a single topic <ul style="list-style-type: none"> <li>with support</li> </ul> Link several sentences on a single topic using simple link words or phrases <i>(e.g., "in the morning..." "and then...")</i>	Produce an oral and/or written text of several connected sentences on a single topic using simple organizational patterns <ul style="list-style-type: none"> <li>with support</li> </ul> <i>(e.g., beginning/middle/end, cause-effect)</i>
1.4.2 Use text forms	Recognize and attempt to make meaning of simple text forms <ul style="list-style-type: none"> <li>including commonly encountered forms</li> <li>with preparation</li> </ul> <i>(e.g., recognize when an announcement is being made, draw a birthday card with copied greeting)</i>	Recognize and use a range of simple text forms <ul style="list-style-type: none"> <li>with support</li> <li>in everyday and classroom situations</li> </ul> <i>(e.g., reader's response, daily journal of a few sentences, and using a calendar to plan week)</i>	Recognize and use a variety of simple text forms <ul style="list-style-type: none"> <li>in age-/grade-appropriate settings</li> <li>with occasional support</li> </ul>
1.4.3 Demonstrate patterns of social interaction	Respond using simple social interaction patterns <i>(e.g., question-answer, greeting-response)</i>	Initiate interactions, and respond using simple social interaction patterns <i>(e.g., request-acceptance/refusal)</i>  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 <i>(e.g., invitation-acceptance/refusal with explanation)</i>  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 <b>meet personal needs and interests</b> .			
Strands	Stage 1 	Stage 2 	Stage 3
2.1.1 Express emotions and personal perspectives <i>a. Share ideas, thoughts, opinions, and preferences</i>	Express simple preferences in single words or short phrases  Express a simple personal response <i>(e.g., respond to a song or story)</i>	Identify favourite people, places, or things  Express a personal response to a variety of familiar situations	Record and share thoughts and ideas with others <ul style="list-style-type: none"> <li>by expressing opinions</li> <li>by inquiring about and responding to others' opinions</li> </ul> <i>(e.g., keep a journal of ideas for stories)</i>
2.1.1 Express emotions and personal perspectives <i>b. Share emotions and feelings</i>	Respond to and express basic emotions and feelings <ul style="list-style-type: none"> <li>with modelling</li> <li>using single words or phrases in familiar situations</li> </ul> <i>(e.g., "I'm sad/mad/happy." "Happy Grandma coming.")</i>	Identify, express, and respond to a variety of basic emotions and feelings <ul style="list-style-type: none"> <li>with support</li> <li>in familiar contexts</li> </ul> <i>(e.g., "She mad at her friend. I help her.")</i>	Identify, express, and respond to a variety of emotions and feelings <ul style="list-style-type: none"> <li>in situations commonly encountered at age-appropriate situations</li> <li>with socially appropriate English</li> </ul> <i>(e.g., "What happened? Are you okay?")</i>
2.1.2 Use language for imaginative purposes and personal enjoyment	Participate in creative and aesthetic language activities <ul style="list-style-type: none"> <li>without necessarily understanding meaning</li> </ul> <i>(e.g., group recitation of a poem or chant, clapping to songs, responding to humorous interpretative storytelling)</i>	Experiment with English language activities to elicit a response  Begin to use English creatively and for aesthetic purposes <ul style="list-style-type: none"> <li>with support and modelling</li> </ul> <i>(e.g., to tell an oral or written story, play with rhyming words)</i>	Interpret and express humour and language activities in a variety of age-appropriate contexts  Consciously choose English words to achieve creative and aesthetic effects <ul style="list-style-type: none"> <li>with support</li> <li>in a variety of simple personal texts</li> </ul> <i>(e.g., write a short patterned poem, add details to make a sentence more interesting)</i>
2.1.3 Extend their knowledge of the world <i>a. Solve problems</i>	Observe and experience problem-solving situations in the classroom <i>(e.g., between peers, learning activities)</i>	Report simple problems and participate in problem-solving situations <ul style="list-style-type: none"> <li>with support</li> <li>in familiar settings</li> </ul> <i>(e.g., "My zipper is stuck"; "What I do now?"; "The boy [in the story] lost his key.")</i>	Describe and analyze straightforward personal problems or problems in subject areas <ul style="list-style-type: none"> <li>with support</li> </ul> <i>(e.g., recess conflicts, word problems in math)</i>  Generate solutions to problems <i>(e.g., "You could do this or maybe you could do that.")</i>
2.1.3 Extend their knowledge of the world <i>b. Explore opinions and values</i>	Listen and attempt to understand the main idea of simple statements of opinion <ul style="list-style-type: none"> <li>in familiar social and classroom settings</li> </ul>	Respond to ideas and products of peers with short appropriate statements <ul style="list-style-type: none"> <li>with support</li> </ul> <i>(e.g., "I like that." "You do good job.")</i>	Use respectful language when expressing opinions and values <ul style="list-style-type: none"> <li>while avoiding and discouraging the use of English words and expressions that hurt or degrade other people</li> </ul> <i>(e.g., make a poster of language of respect versus playground put-downs)</i>





## 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 <b>communicate and interact with others to meet group needs and interests.</b>			
Strands	Stage 1 	Stage 2 	Stage 3
2.2.1 Manage personal relationships (form, maintain, and change relationships)	<p>Use formulaic expressions to exchange greetings and farewells, address a new acquaintance, and introduce themselves</p> <ul style="list-style-type: none"> <li>with modelling</li> </ul> <p>Exchange some basic personal information (e.g., "My name is ____." "My country is ____." "I have two sisters.")</p>	<p>Initiate and participate in casual exchanges with classmates</p> <ul style="list-style-type: none"> <li>with occasional support</li> </ul> <p>(e.g., "Do you want to play soccer?" "She's on my team.")</p>	<p>Recognize and respond to explicit positive or negative verbal behaviours to oneself or others in personal interactions (e.g., compliments, insults, congratulations, encouragement, such as, "Way to go!" "Out of my way!")</p>
2.2.2 Give and receive information	<p>Share basic information</p> <ul style="list-style-type: none"> <li>using words or simple phrases (e.g., name, address, phone number)</li> </ul> <p>Identify people, places, and things that are real and relevant to student experiences</p> <p>Copy essential information for personal use (e.g., date, friend's phone number)</p> <p>Copy pictures, words, and phrases into simple graphic organizers</p>	<p>Ask for and provide information</p> <ul style="list-style-type: none"> <li>with support</li> <li>on familiar topics</li> <li>in structured situations</li> </ul> <p>Respond to simple, predictable questions (e.g., yes/no and wh--? questions)</p> <p>Describe basic characteristics of people, places, and things</p> <p>Record essential information in a graphic organizer</p>	<p>Describe people, places, things, series, or sequences of events or actions with some details</p> <ul style="list-style-type: none"> <li>with support</li> </ul> <p>Provide information on several aspects of an academic topic</p> <ul style="list-style-type: none"> <li>with support</li> </ul> <p>(e.g., give a simple report, share facts about past events)</p>
2.2.3 Communicate to achieve an intended result a. Guide actions of others	<p>Indicate basic needs and wants (e.g., "Washroom please." "I need drink.")</p> <p>Give and respond to simple oral instructions or commands (e.g., "Open your book." "Line up." "Go to the gym.")</p>	<p>Give and respond to common daily instructions, cautions, and other requests (e.g., "Slow down." "Move over, please." "Can I borrow your marker?" "Sure!")</p>	<p>Respond to suggestions, advice, and cautions in a variety of everyday situations</p> <p>Encourage others to take a course of action (e.g., "Let's play soccer." "Do you want to work with me?")</p>
2.2.3 Communicate to achieve an intended result b. State personal actions	<p>Ask for permission</p> <p>Indicate willingness to do something</p>	<p>State personal actions in the past (e.g., "Yesterday, I go to store." "In gym, we play new game.")</p>	<p>State personal actions in the past, present, and future</p> <p>State personal intentions (e.g., "I'll help you." "When I get big, I want to be a basketball player.")</p>
2.2.3 Communicate to achieve an intended result c. Manage group activities	<p>Respond to the rules of turn-taking</p> <p>Respond to inappropriate behaviour of others through non-verbal communication and simple expressions (e.g., "Please stop.")</p>	<p>Manage turn-taking (e.g., "It's your turn.")</p> <p>Encourage other group members to act appropriately and fairly (e.g., "No cuts!" [in line at the drink fountain] "Wait for your turn!")</p>	<p>Check with peers for agreement or understanding (e.g., "Let's do it this way, okay?")</p> <p>Express disagreement in an appropriate way (e.g., "I don't like that.")</p> <p>Express encouragement and compliments (e.g., "Good job! Way to go!")</p> <p>Persuade others to take a course of action (e.g., "We should....so...")</p>

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

<b>Cluster 3.1</b>			
By the end of each stage, students will be able to use English to <b>develop and use knowledge and understanding of themselves as multilingual-multicultural learners.</b>			
<b>Strands</b>	<b>Stage 1</b> →	<b>Stage 2</b> →	<b>Stage 3</b>
3.1.1 Affirm and value first language and culture	Identify similarities and differences between prior languages learned and English <i>(e.g., different alphabets)</i>	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 <i>(e.g., clubs, teams)</i>	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 <b>develop and use knowledge and understandings concerning Canada’s peoples and Canada’s development as a nation society.</b>			
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 <i>(e.g., holidays, celebrations, music, dance, art, literature, sports, and food)</i>	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.

<b>Cluster 3.3</b>			
By the end of each stage, students will be able to use English to <b>develop and use knowledge and understandings about global citizenship.</b>			
<b>Strands</b>	<b>Stage 1</b> →	<b>Stage 2</b> →	<b>Stage 3</b>
3.3.1 Demonstrate intercultural communication	Recognize some similarities and differences in cultural characteristics, behaviours, and communication patterns <ul style="list-style-type: none"> <li>as reflected in the classroom, school, and local community</li> </ul>	Show awareness of how culture affects communication and relationships with others through experiences in the classroom, school, and local community <i>(e.g., gestures, greetings, view of extended family)</i>  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 <i>(e.g., responding to a teacher)</i>
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.

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

## 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.

<b>Cluster 4.2</b> By the end of each stage, students will be able to use English to <b>develop knowledge of language use strategies.</b>			
<b>Strands</b>	<b>Stage 1</b> →	<b>Stage 2</b> →	<b>Stage 3</b>
4.2.1 Demonstrate receptivity	Use simple reading and listening strategies for comprehension <ul style="list-style-type: none"> <li>with support</li> </ul> <i>(e.g., use illustrations to aid comprehension; observe words and gestures and intonation for comprehension)</i>	Use a variety of simple reading and listening strategies for comprehension <ul style="list-style-type: none"> <li>with support</li> </ul> <i>(e.g., listen or look for keywords; use knowledge of the sound-symbol system for reading comprehension)</i>	Identify and use a variety of reading strategies for comprehension <ul style="list-style-type: none"> <li>with or without support</li> </ul> <i>(e.g., make connections between text and prior knowledge; determine the purpose of listening)</i>
4.2.2 Demonstrate productivity	Use simple speaking and writing strategies to enhance language learning <ul style="list-style-type: none"> <li>with support</li> </ul> <i>(e.g., copy what others say or write; use illustrations to provide detail when producing their own texts)</i>	Use a variety of simple speaking and writing strategies to enhance language learning <ul style="list-style-type: none"> <li>with support</li> </ul> <i>(e.g., use familiar repetitive patterns from stories, songs, rhymes, or media; use familiar sentence patterns to form new sentences)</i>	Identify and use a variety of speaking and writing strategies to enhance language learning <ul style="list-style-type: none"> <li>with or without support</li> </ul> <i>(e.g., use resources to increase vocabulary; use descriptions, explanations, or various words and phrases to compensate for lack of specific forms)</i>
4.2.3 Demonstrate interactivity	Use simple interactive strategies to enhance language learning <ul style="list-style-type: none"> <li>with support</li> </ul> <i>(e.g., interpret and use non-verbal cues such as pointing and miming to communicate)</i>	Use a variety of simple interactive strategies to enhance language learning <ul style="list-style-type: none"> <li>with support</li> </ul> <i>(e.g., ask for clarification or repetition when they do not understand)</i>	Identify and use a variety of interactive strategies to enhance language learning <ul style="list-style-type: none"> <li>with or without support</li> </ul> <i>(e.g., start again using a different tactic when communication breaks down)</i>

## 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.

<b>Cluster 4.3</b> By the end of each stage, students will be able to use English to <b>develop knowledge of general learning strategies.</b>			
<b>Strands</b>	<b>Stage 1</b> →	<b>Stage 2</b> →	<b>Stage 3</b>
4.3.1 Use cognitive strategies appropriately	Use simple cognitive strategies to enhance general learning <ul style="list-style-type: none"> <li>with modelling and support</li> </ul> <i>(e.g., use models; connect what they already know with what they are learning)</i>	Use a variety of simple cognitive strategies to enhance general learning <ul style="list-style-type: none"> <li>with support</li> </ul> <i>(e.g., use word maps, diagrams, or other graphic representations to make information easier to understand and remember)</i>	Identify and use a variety of cognitive strategies to enhance general learning <ul style="list-style-type: none"> <li>with or without support</li> </ul> <i>(e.g., classify objects and ideas according to their attributes; formulate key questions to guide research)</i>
4.3.2 Use metacognitive strategies appropriately	Use simple metacognitive strategies to enhance general learning <ul style="list-style-type: none"> <li>with modelling and support</li> </ul> <i>(e.g., manage their own physical working environment, such as keeping separate workbooks for subjects)</i>	Use a variety of simple metacognitive strategies to enhance general learning <ul style="list-style-type: none"> <li>with support</li> </ul> <i>(e.g., make a plan in advance about how to approach a task: "First, we..., and then we...")</i>	Identify and use a variety of metacognitive strategies to enhance general learning <ul style="list-style-type: none"> <li>with or without support</li> </ul> <i>(e.g., develop criteria for evaluating their own work)</i>
4.3.3 Use social/ affective strategies appropriately	Use simple social and affective strategies to enhance general learning <ul style="list-style-type: none"> <li>with modelling and support</li> </ul> <i>(e.g., watch others' actions and copy them)</i>	Use a variety of simple social and affective strategies to enhance general learning <ul style="list-style-type: none"> <li>with support</li> </ul> <i>(e.g., use support strategies to help peers persevere at learning tasks; offer encouragement, praise, and ideas)</i>	Identify and use a variety of social and affective strategies to enhance general learning <ul style="list-style-type: none"> <li>with or without support</li> </ul> <i>(e.g., be willing to take risks and try unfamiliar tasks and approaches)</i>