

Manitoba **Grades 5 to 8** Curriculum Framework for
English as an Additional Language (EAL) and
Literacy, Academics, and Language (LAL) Programming

EAL Domains of Learning

Middle Years EAL Progressions

LAL Domains of Learning

Middle Years LAL Phases

Glossary

5 6 7 8



MIDDLE YEARS

Version 1.0

Manitoba Education Cataloguing in Publication Data

Middle years : Manitoba grades 5 to 8 curriculum framework
for English as an additional language (EAL) and literacy,
academics, and language (LAL) programming, version 1.0

ISBN: 978-0-7711-7924-2 (pdf)

1. English language—Study and teaching as a second language (Elementary)—Manitoba.
 2. English language—Study and teaching as a second language (Secondary)—Manitoba.
- I. Manitoba. Manitoba Education.
428.24071

Copyright © 2021, the Government of Manitoba, represented by the Minister of Education.

Manitoba Education
Winnipeg, Manitoba, Canada

Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education. Errors or omissions will be corrected in a future edition. Sincere thanks to the authors, artists, and publishers who allowed their original material to be used.

All images found in this resource are copyright protected and should not be extracted, accessed, or reproduced for any purpose other than for their intended educational use in this resource.

Schools are encouraged to share this resource with parents, guardians, and communities, as appropriate.

Any websites referenced in this resource are subject to change without notice. Educators are advised to preview and evaluate websites and online resources before recommending them for student use.

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

Available in alternate formats upon request.

Contents

Acknowledgements	v	Middle Years EAL Progressions	21
Introduction	1	Domain 1: Linguistic Competency	23
Terminology	1	Cluster 1.1	23
Definition	1	Middle Years Suggested Topics for Development of Lexicon (Supporting Strand 1.1.2)	24
EAL Learners	2	Cluster 1.2	25
LAL Learners	2	Cluster 1.3	26
Decision-Making Process to Determine Programming for an EAL Learner	3	Cluster 1.4	27
EAL and LAL Learners in Manitoba Schools	4	Domain 2: Contextual Applications	28
Components of the EAL Curriculum Framework	5	Cluster 2.1	28
The EAL/LAL Curriculum Framework	6	Cluster 2.2	29
Stages of EAL Learning	6	Cluster 2.3	30
Relationship with Manitoba’s English Language Arts Curriculum and Other K–12 Subjects	6	Domain 3: Intercultural Competency and Global Citizenship	31
Characteristics of Middle Years EAL Learners	7	Cluster 3.1	31
Characteristics of Middle and Senior Years LAL Learners	8	Cluster 3.2	32
		Cluster 3.3	33
		Domain 4: Strategic Competency	34
EAL Domains of Learning	9	Cluster 4.1	34
Introduction to the EAL Domains of Learning	11	Cluster 4.2	35
Organization of the Domains of EAL/LAL Learning	12	Cluster 4.3	36
EAL Domain 1: Linguistic Competency	14		
EAL Domain 2: Contextual Applications	15	LAL Domains of Learning	37
EAL Domain 3: Intercultural Competency and Global Citizenship	15	Introduction to the LAL Domains of Learning	39
EAL Domain 4: Strategic Competency	17	LAL Phases—What are they?	39
Language Learning Strategies	18	Middle and Senior Years LAL: LAL Phase 1 and LAL Phase 2	39
Language Use Strategies	19	Transitioning to Middle and Senior Years EAL Programming	40
General Learning Strategies	20	Domains of LAL Learning	40

Domain Definitions and Exit Descriptions for LAL Learners	41
LAL Domain 1: Foundational Linguistic Competency	41
LAL Domain 2: Foundational Contextual Applications	41
LAL Domain 3: Foundational Intercultural Competency and Global Citizenship	42
LAL Domain 4: Foundational Strategic Competency	42
Language Learning Strategies	43
Language Use Strategies	44
General Learning Strategies	45

Middle Years LAL Phases	47
Domain 1: Linguistic Competency	49
Cluster 1.1	49
Middle and Senior Years LAL Suggested Topics for Development of Lexicon (Supporting Strand 1.1.2)	50
Cluster 1.2	51
Cluster 1.3	52
Cluster 1.4	53
Domain 2: Contextual Applications	54
Cluster 2.1	54
Cluster 2.2	55
Cluster 2.3	56
Domain 3: Intercultural Competency and Global Citizenship	57
Cluster 3.1	57
Cluster 3.2	58
Cluster 3.3	59
Domain 4: Strategic Competency	60
Cluster 4.1	60
Cluster 4.2	61
Cluster 4.3	62

Glossary	63
-----------------	----

Appendices	71
Appendix A: Orientation Checklist	73
Appendix B: Initial Meeting Form	74
Appendix C: Summary of EAL Stage Indicators	76
Appendix D: EAL Student-Specific Plan (SSP) Template	77
Appendix E: EAL Student-Specific Plan (SSP) Template Sample	79
References	81

Acknowledgements

Manitoba Education would like to acknowledge and thank the many educators from across Manitoba who contributed to the development of this resource, including the following original members of the *Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming* Development Team:

Joy Auriat	Jan McIlroy
Sean Brown	Tim McKay
Catherine Carlisle	Sandra Melo
Kate Cherniack	Roberta Mitchell
Helen Christie	Dennis Nguyen
Melanie Davlut	Mandy Nykolaishen
Joan Duerksen	Joanne Pettis
Joanna Ford	Patricia Roadley
Tracey Gluska	Val Schellenberg
Murray Goldenberg	Dr. Clea Schmidt
Sylvie Huard-Huberdeau	Debra Scott
Maureen Lodge-Zaparnick	Isle Slotin
Brenda Marquardson	Marcia Sweeney

Manitoba Education Staff

Louise Boissonneault Coordinator	Information and Web Services Unit Business Support Services Branch
Jayesh Maniar Project Leader	Curriculum Development and Implementation Unit Learning and Outcomes Branch
Grant Moore Publications Editor	Information and Web Services Unit Business Support Services Branch
Diana Turner Project Manager	Professional Learning Unit Learning and Outcomes Branch
Lindsay Walker Desktop Publisher	Information and Web Services Unit Business Support Services Branch

A special thank-you to Tony Tavares and Brenda McDaniel for their contributions and ongoing advice in the development of the *Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming*.

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.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community.

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.

Middle and Senior Years students who come with interrupted schooling will progress more slowly in learning to read and write English than their literate age-peers, as they have few literacy skills and limited academic experiences to draw on. One of the main purposes of literacy, academics, and language (LAL) programming is to build background academic skills along with literacy development for students with limited or no prior schooling. They will need to develop their literacy, foundational academic background, and EAL proficiency. These students will need intensive learning opportunities and more time if they are to be successful in a variety of subject areas.

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

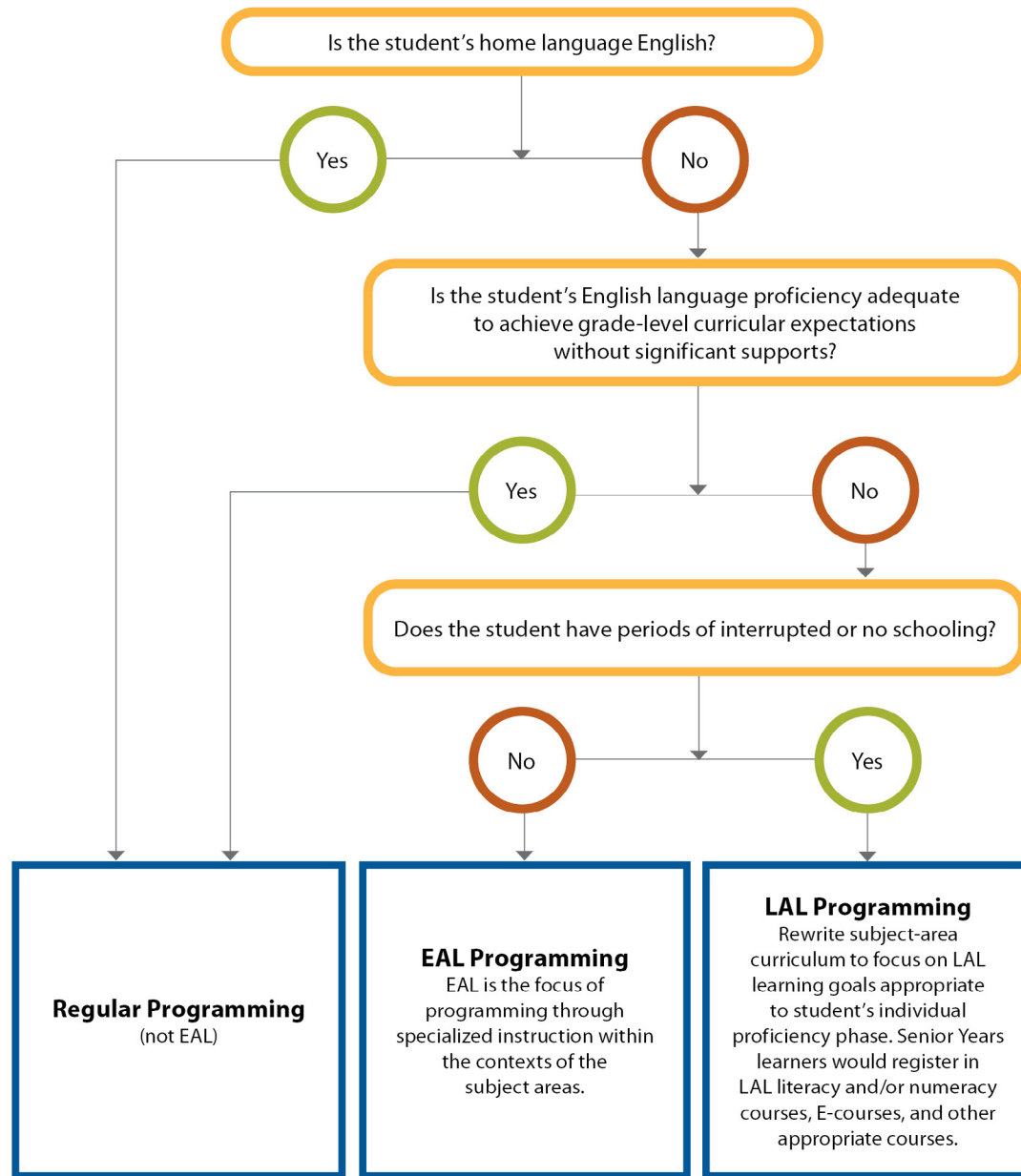
LAL Learners

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.

Decision-Making Process to Determine Programming for an EAL Learner



EAL and LAL Learners in Manitoba Schools

<p>Indigenous students who come to school speaking one or more Indigenous languages</p>	<p>These learners may</p> <ul style="list-style-type: none"> 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 	<p>Indigenous students fluent in Indigenous language may enter the Manitoba school system at any point throughout Kindergarten–Grade 12</p>
<p>Indigenous students who come to school speaking a dialect of English that has been strongly influenced by one or more Indigenous languages</p>	<p>These learners may</p> <ul style="list-style-type: none"> 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 	<p>Indigenous students fluent in Indigenous English may enter the Manitoba school system at any point throughout Kindergarten–Grade 12</p>
<p>Newcomers to Canada who have a language background other than English and have age-appropriate schooling</p>	<p>These learners may</p> <ul style="list-style-type: none"> 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 	<p>Newcomer students may enter the Manitoba school system at any point throughout Kindergarten–Grade 12</p>
<p>Newcomers to Canada who have a language background other than English and who have had periods of interrupted schooling</p>	<p>These learners may</p> <ul style="list-style-type: none"> 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 	<p>Newcomer students may enter the Manitoba school system at any point throughout Kindergarten–Grade 12</p>

EAL and LAL Learners in Manitoba Schools

<p>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</p>	<p>These learners may</p> <ul style="list-style-type: none"> 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 language(s) but require monitoring and/or additional support 	<p>Students with language backgrounds other than English typically enter the Manitoba school system in Kindergarten–Grade 1</p>
<p>Students who speak Standard English as an additional dialect (SEAD)</p>	<p>These learners may</p> <ul style="list-style-type: none"> 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 	<p>Students who speak SEAD may enter the Manitoba school system at any point throughout Kindergarten–Grade 12</p>
<p>Students who are born and educated in Tyrolean-/German-speaking Hutterite colonies</p>	<p>These learners may</p> <ul style="list-style-type: none"> 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 	<p>Students born and educated in German-speaking Hutterite colonies typically enter the Manitoba school system in Kindergarten–Grade 1</p>
<p>Students who are Deaf or hard of hearing, and whose first language is a signed language</p>	<p>These learners may</p> <ul style="list-style-type: none"> 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 	<p>Students with a signed language as their first language may enter the Manitoba school system at any point throughout Kindergarten–Grade 12</p>

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.

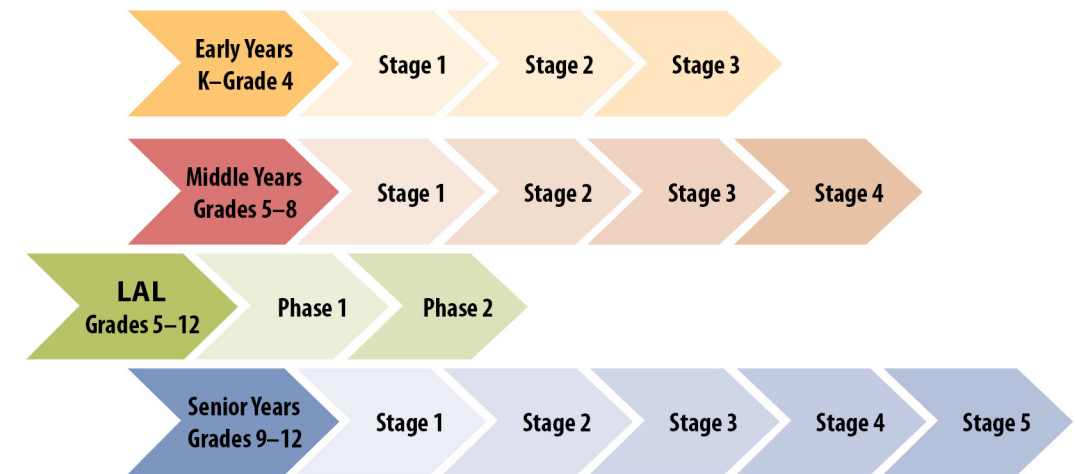


Figure 1: Stages and Phases

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.

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.

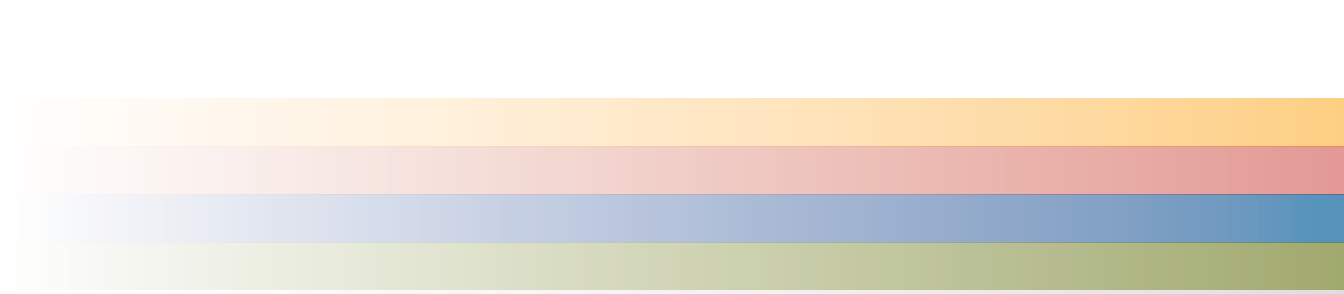
The EAL/LAL Continuum should be seen as a companion/supplement to the Manitoba ELA curriculum, as well as curricula for other subject areas.

Characteristics of Middle Years EAL Learners

Characteristics of a Middle Years EAL Learner Exiting Stage 1	Characteristics of a Middle Years EAL Learner Exiting Stage 2	Characteristics of a Middle Years EAL Learner Exiting Stage 3	Characteristics of a Middle Years EAL Learner Exiting Stage 4
<p>General Characteristics</p> <ul style="list-style-type: none"> • Can understand and use a limited number of words, simple phrases, and short sentences on personal topics. • May be emerging from a silent period • Uses first language and interlanguage frequently • May consult language peers frequently • May not be familiar with school routines and expectations in Manitoba 	<p>General Characteristics</p> <ul style="list-style-type: none"> • Can follow and initiate, with considerable effort, simple conversations on familiar topics • Can understand keywords, phrases, and simple sentences on personal topics and familiar academic topics • Beginning to understand academic language with visuals and other supports • Uses first language to access prior knowledge and to gain a greater understanding of new concepts 	<p>General Characteristics</p> <ul style="list-style-type: none"> • Can follow and manage with ease conversations on personal and familiar academic topics • Makes frequent errors of grammar and word order, which occasionally obscure meaning • Has some difficulty comprehending and producing complex structures and academic language • Understands and engages with more complex academic content • Able to use some general academic vocabulary in scaffolded contexts • May continue to draw on their prior languages to support learning in English 	<p>General Characteristics</p> <ul style="list-style-type: none"> • Demonstrates fluency in day-to-day communication • Can communicate in new and unfamiliar social and school settings • Has a wide range of vocabulary in social and grade-appropriate academic contexts • Has occasional difficulty with idioms, figures of speech, words with multiple meanings • Has occasional difficulty with complex structures and abstract academic concepts • Has considerable accuracy in terms of structures, vocabulary, and overall organization of texts and communication • Makes occasional structural and lexical errors which do not obscure meaning
<p>Learner Tasks</p> <ul style="list-style-type: none"> • Can follow simple classroom routines • Can share 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) • Begins to construct meaning from texts through print features • Can recognize and print letters of the alphabet • Can engage with modelled simple sentence structures with appropriate lists of words and grammatical structures provided (i.e., students are actually arranging the words in a sentence to make meaning) 	<p>Learner Tasks</p> <ul style="list-style-type: none"> • Speaks in simple sentences that are comprehensible and appropriate but may contain grammatical errors • Writes in simple sentences with frequent grammatical errors • With scaffolding, writes simple paragraphs on familiar personal topics • Constructs more meaning from basic texts when they are accompanied by visuals to activate their prior knowledge/experience 	<p>Learner Tasks</p> <ul style="list-style-type: none"> • Can read simplified materials independently and is able to read grade-appropriate materials if given appropriate supports (e.g., key visuals, pre-reading questions, guided reading) • Beginning to derive meaning of new words by a variety of strategies • With scaffolding, produces simple paragraphs on academic topics • Attempts to use a variety of resources to meet various language demands 	<p>Learner Tasks</p> <ul style="list-style-type: none"> • Uses appropriate resources to meet various language demands • Locates and identifies information within a text and apply it in a variety of ways (e.g., written form, presentation/debate, discussion) • With preparation and occasional support, reads and comprehends a wide variety of subject-area texts at near grade level • Generates a wider variety of texts with near grade-level complexity and coherence • Uses appropriate resources to meet various language demands
<p>Teaching Approaches</p> <ul style="list-style-type: none"> • Provide explicit explanations and explicit language teaching • Offer teacher support and scaffolding for learner success • Give sufficient time to complete language-based tasks 	<p>Teaching Approaches</p> <ul style="list-style-type: none"> • Provide explicit explanations and explicit language teaching • Offer teacher support and scaffolding for learner success • Give sufficient time to complete English language-based tasks 	<p>Teaching Approaches</p> <ul style="list-style-type: none"> • Provide explicit explanations and explicit language teaching • Offer teacher support and scaffolding for learner success • Give sufficient time to complete language-based tasks 	<p>Teaching Approaches</p> <ul style="list-style-type: none"> • Offer teacher support and scaffolding for learner success • Give sufficient time to complete language-based tasks

Characteristics of Middle and Senior Years LAL Learners

Characteristics of a Middle and Senior Years LAL Learner Entering Phase 1	Characteristics of a Middle and Senior Years LAL Learner Entering Phase 2	Exit Characteristics for a Student who has Developed Basic Literacy
<p>General Characteristics</p> <ul style="list-style-type: none"> • Demonstrates the ability to make meaning of his or her world through interactions with others • May have rich life and cultural experiences or a limited range of experiences and exposure to life beyond immediate surroundings • May have experienced significant disruptions in life and may or may not have developed strong coping strategies • Demonstrates a range of oral communication skills in first/dominant language (ranging from limited to well-developed) • Often eager and motivated to be in school • No literacy/numeracy instruction in a formal or informal setting • May have some awareness of text but no experience decoding text (e.g., no sound/symbol correspondence, no concepts of words or sentences, sight words, directionality—top-to-bottom, front-to-back, left-to-right) • No experience with writing implements (e.g., pencils, pens, crayons, chalkboards, paper) • Unfamiliar with using books • Unfamiliar with basic classroom, school, and social routines/culture/expectations (e.g., where to sit, when permission is needed to perform certain tasks, what bells or alarms represent) • Unfamiliar with technology (e.g., computer language learning software, tape recorder, CD player, PA system) 	<p>General Characteristics</p> <ul style="list-style-type: none"> • Demonstrates the ability to make meaning of his or her world through interactions with others • May have rich life and cultural experiences or a limited range of experiences and exposure to life beyond immediate surroundings • May have experienced significant disruptions in life and may or may not have developed strong coping strategies • Demonstrates a range of oral communication skills in first/dominant language (ranging from limited to well-developed) • Have had some literacy/ numeracy instruction in a formal or informal setting in Canada or elsewhere • Will understand more than they can communicate verbally • Demonstrates coping strategies and communicates needs (e.g., getting a person to translate for them, or approach appropriate people) • Some experience with reading and writing at an emergent level • May have some skills in a language with a non-Roman alphabet • Familiar with a limited range of books • May be able to decode simple text in their first or additional language (e.g., sound/symbol correspondence, concepts of words and sentences, sight words, directionality—top-to-bottom, front-to-back, left-to-right) • With assistance, can participate in some routine school tasks • Familiar with some basic classroom, school, and social routines/culture/ expectations in their culture of origin and/or a Canadian school setting (e.g., where to sit, when permission is needed to perform certain tasks, what bells or alarms represent) • May be familiar with some basic classroom technology (e.g., computer for email, tape recorder, CD player, PA system) 	<p>General Characteristics</p> <ul style="list-style-type: none"> • Developing the skills to read and respond to simple authentic and teacher-adapted texts of several paragraphs in several genres (e.g., narrative, letters, instructions, newspaper article, diagram, informational text) • Has developed basic strategies to function in classroom learning and to engage with basic texts (e.g., predicting, accessing prior knowledge, decoding, responding, fluency, using illustrations and other strategies to make meaning) • Has developed basic numeracy skills: number concepts, operations, and math vocabulary • Will require ongoing support and time to continue EAL, literacy, and academic development • Can benefit from EAL/content-based instruction • Has acquired foundational knowledge and skills that are a prerequisite to beginning to learn in Middle and Senior Years core subject areas • May require additional time and support to complete learner tasks as compared to students with age-appropriate literacy skills • Familiar with school routines and culture; can find help when needed • With guidance, functions in simple structured group work • Can interact appropriately with students from other language and cultural backgrounds
<p>Learner Tasks</p> <ul style="list-style-type: none"> • Listen, repeat, move, point, copy, nod yes/no 	<p>Learner Tasks</p> <ul style="list-style-type: none"> • LAL Phase 1, plus select, state, label, name, list, sort, complete, role-play 	<p>Learner Tasks</p> <ul style="list-style-type: none"> • LAL Phase 2 plus define, compare/contrast, summarize, restate, create, find information in simple texts, use a model for writing simple text
<p>Teaching Approaches</p> <ul style="list-style-type: none"> • Extensive teacher direction is required for learner to perform basic tasks and to function within and outside the school setting (e.g., using a water fountain, locating the appropriate washroom, using a locker, changing for gym, crossing the street) • Total Physical Response (TPR), Language Experience Approach (LEA), hands-on projects, chants, teacher read aloud 	<p>Teaching Approaches</p> <ul style="list-style-type: none"> • Teacher direction is still required but learners are likely to be more independent in performing basic tasks and functioning within and outside the school setting (e.g., using a water fountain, locating the appropriate washroom, using a locker, changing for gym, crossing the street) • LAL Phase 1 plus think-pair-share, role playing (verbal), group discussion, retelling, process writing, graphic organizers, teacher and group reading 	<p>Teaching Approaches</p> <ul style="list-style-type: none"> • Support increasing independence in reading and academic tasks through models and scaffolds of both task and language to carry out the task • Emphasis on strategy instruction; analyzing simple informational text accompanied by charts, graphs, and pictures; predicting outcomes; forming and expressing opinions



Manitoba **Grades 5 to 8** Curriculum Framework for
English as an Additional Language (EAL) and
Literacy, Academics, and Language (LAL) 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.

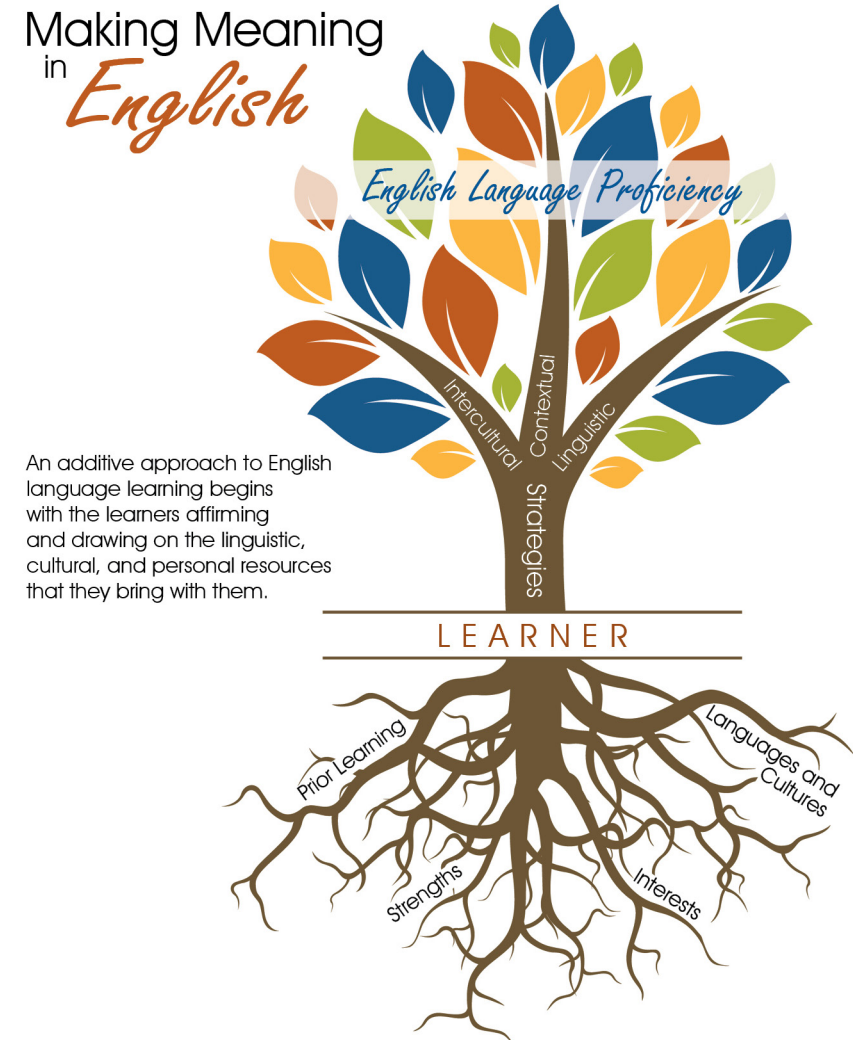


Figure 1: Illustration of the organic nature of language learning and the interconnected relationships

Organization of the Domains of EAL/LAL Learning

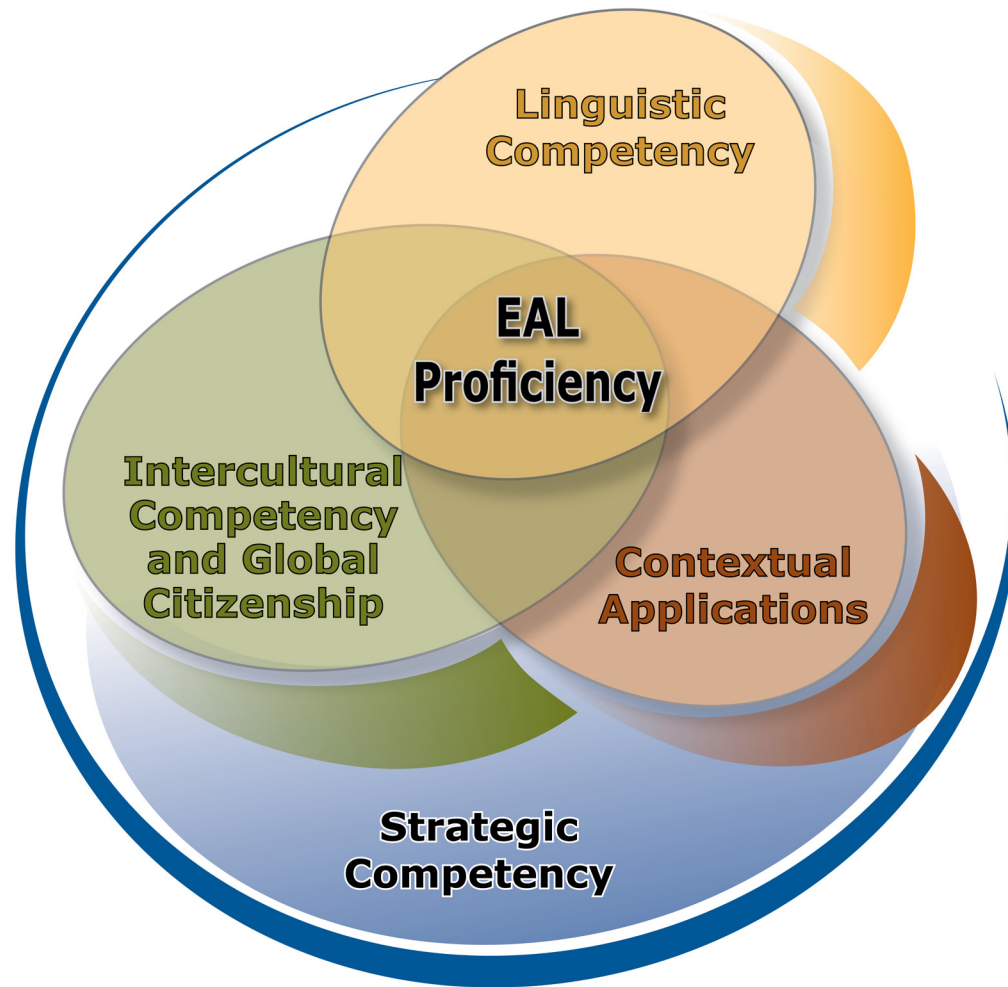
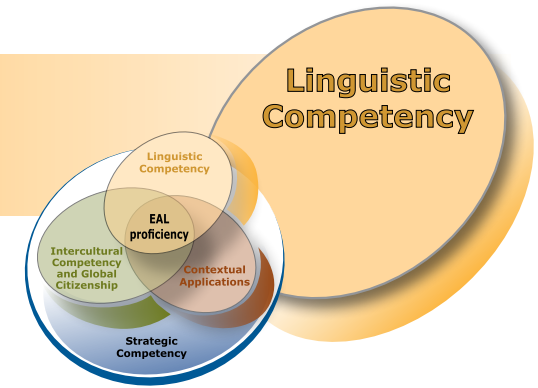


Figure 2: Interdependent Domains of EAL Proficiency

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

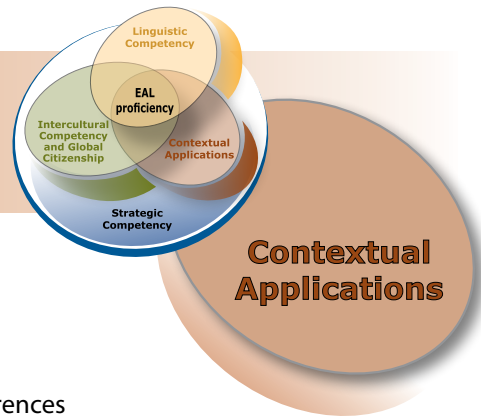
Cluster 1.4: Demonstrate knowledge of how discourse is organized, structured, and sequenced

Strands

- 1.4.1 Demonstrate [cohesion/coherence](#)
- 1.4.2 Use [text forms](#)
- 1.4.3 Demonstrate patterns of social interaction

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

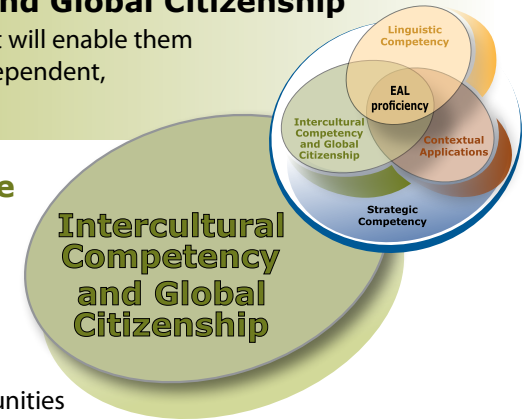
Cluster 2.3: Transfer prior learning and acquire new learning

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](#)

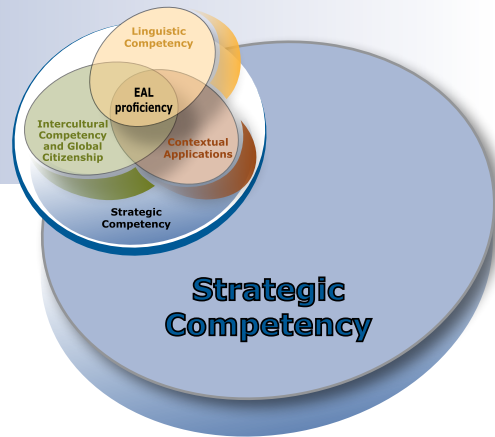
Strands

- 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.

Because 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.

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 descendents.

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 will be shaped by how others see and react to them and the values attached to these aspects of identity. A positive self-identity validates who the person is and how others accept them.

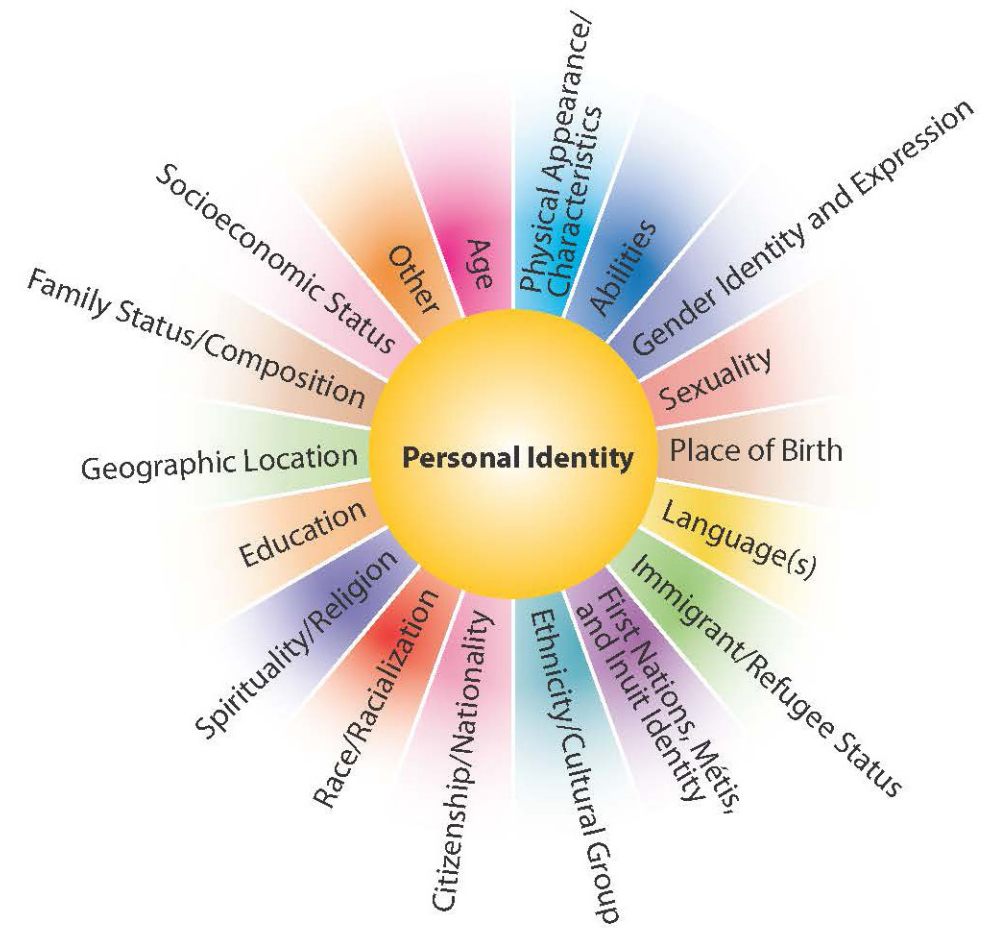


Figure 3: Personal Identity

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

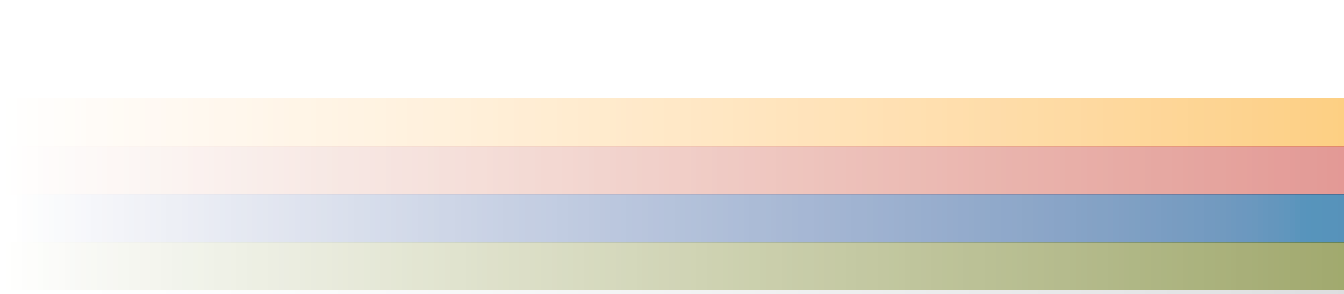
Cognitive	Metacognitive	Social/affective
<ul style="list-style-type: none"> • Listen attentively. • Perform actions to match words of a song, story, or rhyme. • Learn short rhymes or songs, incorporating new vocabulary or sentence patterns. • Imitate sounds and intonation patterns. • Memorize new words 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.



Manitoba **Grades 5 to 8** Curriculum Framework for
English as an Additional Language (EAL) and
Literacy, Academics, and Language (LAL) Programming

Middle 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 →	Stage 4
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 Mimic English intonation and stress patterns (e.g., questions)	Pronounce most English sounds accurately (may have some difficulty with specific sounds) (e.g., “th”) Comprehend and respond to basic English intonation patterns with support (e.g., yes-no and wh- questions)	Begin to use English patterns of linking words and syllable timing Comprehend and use basic English intonation and phrasing patterns to communicate intended meaning	Use clear and comprehensible pronunciation (some accent may be retained) Comprehend and use standard English intonation and stress patterns in words and sentences to convey intended meanings and feelings <ul style="list-style-type: none"> as expected at the student’s age
1.1.1 Use sound and symbol systems appropriately <i>b. Demonstrate understanding of symbol system (phonological awareness)</i>	Identify and name letters of the English alphabet Use some elements of the sound-symbol system in oral and written situations <ul style="list-style-type: none"> with modelling (e.g., copy letters and words encountered in the child’s environment)	Use all elements of the sound-symbol system <ul style="list-style-type: none"> with some consistency and accuracy in structured oral and written situations with some support (e.g., use word bank to complete a sentence frame)	Use all elements of the sound-symbol system to comprehend and generate oral and written text <ul style="list-style-type: none"> consistently and independently with some accuracy (e.g., comprehensible invented spelling)	Apply knowledge of the sound-symbol system to comprehend and generate oral and written text <ul style="list-style-type: none"> with increasing accuracy in a variety of contexts across the curriculum
1.1.2 Use lexicon (vocabulary) appropriately	Know and use a basic repertoire of words and phrases <ul style="list-style-type: none"> in familiar contexts (See suggested topics on the next page.)	Know and use a developing repertoire of words and phrases <ul style="list-style-type: none"> in familiar classroom, academic, and social contexts (See suggested topics on the next page.)	Know and use a developing repertoire of words and phrases <ul style="list-style-type: none"> in a variety of new classroom, academic, and social contexts (See suggested topics on the next page.)	Know and use an expanded repertoire of words and phrases <ul style="list-style-type: none"> in a variety of complex age-/grade-appropriate classroom, academic, and social contexts (See suggested topics on the next page.)
1.1.3 Demonstrate understanding of grammatical features	Use basic English structures in phrases or short sentences Use meaningful chunks of language <ul style="list-style-type: none"> with modelling and support in familiar social and classroom contexts (e.g., <i>I am 12 vs. I have 12 or me vs. I</i>) (At this stage, frequent errors may impede meaning.)	Experiment with a developing range of basic English structures to express their own ideas <ul style="list-style-type: none"> with support in familiar social and classroom contexts (e.g., <i>I don’t bring homework to school.</i>) (At this stage, frequent errors may impede meaning.)	Interact effectively in most social situations <ul style="list-style-type: none"> with sufficient control of basic structures of English Attempt to generate rules and self-correct Experiment with more complex structures (At this stage, as students experiment with more complex structures, errors are expected but the meaning is usually clear.)	Participate effectively in a general content area classroom <ul style="list-style-type: none"> with sufficient control of most structures and features of English (at grade level) (At this stage, occasional errors rarely impede meaning.)
1.1.4 Demonstrate understanding of mechanical features	Recognize and use basic English mechanical features <ul style="list-style-type: none"> with modelling (e.g., copy sentence with word spacing)	Recognize and use basic English mechanical features <ul style="list-style-type: none"> in structured situations (e.g., attempt to indent for a paragraph)	Use basic English mechanical features <ul style="list-style-type: none"> with some consistency with support Demonstrate an awareness of more sophisticated features (e.g., title, indent, commas, periods)	Use a range of English mechanical features appropriate to grade level <ul style="list-style-type: none"> with consistency with limited support
1.1.5 Demonstrate understanding of discourse features	Experiment with and use basic English discourse features (e.g., connectives such as “and” and “so”)	Recognize and use basic English discourse features <ul style="list-style-type: none"> in structured situations Explore their use for effect (e.g., “I think...”; “First...then...”: fill in a graphic organizer)	Use basic English discourse features <ul style="list-style-type: none"> with some consistency with some support Demonstrate a growing awareness of the variety of purposes for English discourse features (e.g., recognize the importance of boldface words in text, use cue words for cause-effect relationships)	Expand repertoire and use English discourse features in a range of grade-level texts with some consistency <ul style="list-style-type: none"> in a range of grade-level texts Apply these features for effect <ul style="list-style-type: none"> with limited support (e.g., use cue words such as “however” and “although” for contrast)

Cluster 1.1

Middle 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 	Stage 4
<p>Basic Interpersonal Communication Skills (BICS):</p> <ul style="list-style-type: none"> • People around me <ul style="list-style-type: none"> ◦ greetings ◦ basic personal information (name, address, phone number, email) • People and their physical characteristics <ul style="list-style-type: none"> ◦ the human body ◦ basic health and hygiene ◦ simple personal actions ◦ clothing ◦ colours ◦ common emotions • Activities <ul style="list-style-type: none"> ◦ daily routines/activities ◦ foods and meals ◦ favourite pastimes ◦ celebrations: personal and cultural • Weather and seasons <ul style="list-style-type: none"> ◦ activities for seasons ◦ clothing and safety • Home <ul style="list-style-type: none"> ◦ basic types of housing ◦ rooms and furnishings • Classroom and school <ul style="list-style-type: none"> ◦ essential school supplies ◦ simple actions/routines ◦ core subjects ◦ school schedules ◦ building facilities ◦ classroom furnishings ◦ safety/health ◦ assignments, assessments, report cards • Career education <ul style="list-style-type: none"> ◦ common general occupations and professions • Community <ul style="list-style-type: none"> ◦ addresses ◦ public places ◦ public transportation ◦ directions ◦ essential shopping ◦ animals and plants 	<p>Cognitive Academic Language Proficiency (CALP)</p> <p>Foundational academic vocabulary is related to themes and concepts from ELA, social studies, science, mathematics, the arts, physical education/health, ICT, or elective courses that the student is taking, including (among other topics):</p> <ul style="list-style-type: none"> • Numeracy <ul style="list-style-type: none"> ◦ cardinal and ordinal numbers ◦ money ◦ time/calendar ◦ measurement ◦ shapes ◦ sizes ◦ basic arithmetic and symbols • Communications technology <ul style="list-style-type: none"> ◦ computer terms/hardware ◦ web terms • Canada and Canadian culture <ul style="list-style-type: none"> ◦ symbols ◦ Manitoba places relevant to students ◦ basic landforms relevant to students 	<p>Basic Interpersonal Communication Skills (BICS):</p> <ul style="list-style-type: none"> • People around me <ul style="list-style-type: none"> ◦ personality traits ◦ friendships ◦ relationships • Classroom and school <ul style="list-style-type: none"> ◦ tasks, assignments, assessments, reporting ◦ participating in the school community: extracurricular activities, clubs, teams, volunteer activities, field trips, school events • Community <ul style="list-style-type: none"> ◦ getting directions ◦ map and schedule reading ◦ public transportation ◦ popular stores and restaurants ◦ shopping: grocery, clothing ◦ community centres, sports and recreation programs ◦ vacation and travel • Career education <ul style="list-style-type: none"> ◦ more specific occupations and professions ◦ settings and duties • Arts and entertainment <ul style="list-style-type: none"> ◦ common genres ◦ artists ◦ musical instruments ◦ fashions and trend ◦ performing and visual arts ◦ storytelling • Communications technology <ul style="list-style-type: none"> ◦ media types ◦ computer software • Canada and Canadian culture <p>Cognitive Academic Language Proficiency (CALP)</p> <ul style="list-style-type: none"> • High-frequency general academic vocabulary that can be taught in a concrete, meaningful way • Foundational/basic academic vocabulary related to themes and content from ELA, social studies, science, mathematics, the arts, physical education and health curricula 	<p>Basic Interpersonal Communication Skills (BICS), including group interaction and citizenship:</p> <ul style="list-style-type: none"> • Expansion of topics introduced in Stages 1 and 2, plus • Student needs and interests, including <ul style="list-style-type: none"> ◦ time management ◦ personal habits, stress management ◦ popular culture ◦ recreation <p>Cognitive Academic Language Proficiency (CALP)</p> <ul style="list-style-type: none"> • Media • Technology • Environment • Social issues • Canada and Canadian society and culture • General academic vocabulary • Common specialized and some abstract vocabulary related to themes, content, and processes from near grade-level ELA, social studies, science, mathematics, the arts, and physical education and health curricula <p>Basic Interpersonal Communication Skills (BICS), related to student needs and interests:</p> <ul style="list-style-type: none"> • Expansion of topics introduced in Stages 1 to 3 • Personal inventories (e.g., learning styles, career interests, as appropriate to grade-level) <p>Cognitive Academic Language Proficiency (CALP)</p> <ul style="list-style-type: none"> • Lower frequency and more abstract academic vocabulary and collocations, as needed for grade-level work • Basic and specialized vocabulary related to themes, content, and processes from grade-level subject areas

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 competency.				
Strands	Stage 1 	Stage 2 	Stage 3 	Stage 4
1.2.1 Listen and view	<p>Listen to and understand basic words, word clusters, and sentences</p> <ul style="list-style-type: none"> with visual aids such as gestures, role-playing/acting out, pictures, realia, or other representations in familiar classroom routines and social contexts 	<p>Listen to and understand the main idea of an oral or multimedia presentation or discussion</p> <ul style="list-style-type: none"> on a familiar topic in structured and unstructured situations with or without visual aids such as gestures, role-playing/acting out, pictures, realia, or other representations 	<p>Listen to and understand the main idea and key points and some details of a short oral presentation or discussion, or a multimedia presentation</p> <ul style="list-style-type: none"> on a variety of familiar and unfamiliar topics in structured and unstructured situations 	<p>Understand main idea and key points and supporting details for extended oral discussions and presentations, and media presentations</p> <ul style="list-style-type: none"> on familiar and unfamiliar topics in unstructured situations
1.2.2 Speak and represent	<p>Produce and present orally meaningful phrases, common social formulas, and basic sentences</p> <ul style="list-style-type: none"> in structured, familiar situations with or without visual aids such as gestures, role-playing/acting out, pictures, realia, multimedia, or other representations 	<p>Produce and present a short oral presentation</p> <ul style="list-style-type: none"> on a personal or familiar academic topic with guidance in a structured situation with or without visual aids such as gestures, role-playing/acting out, pictures, realia, multimedia, or other representations <p>Express meaning spontaneously</p>	<p>Produce and present a short presentation</p> <ul style="list-style-type: none"> that is either prepared or spontaneous on a personal or familiar academic topic in structured or unstructured situations with or without visual aids such as gestures, role-playing/acting out, pictures, realia, multimedia, or other representations 	<p>Demonstrating a sense of audience, produce, present, and elaborate on thoughts and ideas</p> <ul style="list-style-type: none"> with targeted specific support on a range of familiar and unfamiliar topics with or without visual aids such as gestures, role-playing/acting out, pictures, realia, multimedia, or other representations
1.2.3 Read and view	<p>Recognize and understand basic words, sentences, or short texts</p> <ul style="list-style-type: none"> previously introduced orally supported with pictures, repetition, or patterns in structured situations 	<p>Comprehend a series of interrelated ideas</p> <ul style="list-style-type: none"> with support on a familiar topic in an increasing range of text forms encountered in everyday and general school contexts supported with visual aids such as pictures, realia, or other representations 	<p>Comprehend the main idea and some details of a portion of a narrative and factual text</p> <ul style="list-style-type: none"> with preparation and support on topics of personal interest and teacher-selected subject areas with visual aids to support key abstract ideas 	<p>Comprehend the main ideas and supporting details of a variety of grade-level texts</p> <ul style="list-style-type: none"> with preparation and occasional support on familiar and new topics possibly including complex representations of ideas, events, and information
1.2.4 Write and represent	<p>Write simple texts (words, phrases, and short sentences) based on memorized expressions and sentences practised orally</p> <ul style="list-style-type: none"> with extensive modelling and/or support on familiar topics with or without simple representations to aid communication <i>(e.g., an account of the student's daily routine, supported by stick-figure drawings or clip art)</i> 	<p>Produce a simple text of several interrelated ideas using some writing conventions</p> <ul style="list-style-type: none"> with support in modelled situations on a familiar topic in structured situations with or without simple representations to aid communication <i>(e.g., with sentence or paragraph frames, write a thank-you note; complete an application form; fill in a T-chart)</i> 	<p>Produce guided or spontaneous text containing a series of interrelated ideas</p> <ul style="list-style-type: none"> dealing with familiar personal and academic topics with or without simple representations to aid communication <i>(e.g., use a template to write a reading response)</i> 	<p>Organize and develop coherent and effective extended texts</p> <ul style="list-style-type: none"> with support on familiar and unfamiliar topics on personal and academic topics in structured and unstructured situations with or without representations of ideas, events, and information <i>(e.g., a short story, a biography of a famous person)</i>
1.2.5 Demonstrate interactive fluency	<p>Respond appropriately to basic personal questions</p> <p>Engage in short classroom or social interactions, using memorized phrases or simple sentences</p> <p>Indicate understanding or lack of understanding with gestures or short phrases</p>	<p>Begin to initiate interactions and respond to questions on familiar topics</p> <p>Manage simple, routine interactions with minimal difficulty, asking for repetition or clarification when necessary</p>	<p>Manage longer and more complex social and classroom interactions with some ease</p> <ul style="list-style-type: none"> in familiar personal and classroom settings using several strategies to sustain conversation when necessary 	<p>Manage long and complex interactions effectively and with ease</p> <ul style="list-style-type: none"> for a variety of purposes expected at age/grade level with little need for 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 →	Stage 4
1.3.1 Use register appropriately	Listen to and observe different levels of formality of language <ul style="list-style-type: none"> as used in their environment <i>(e.g., among peers, teacher to student)</i> 	Experiment with formal and informal uses of language <ul style="list-style-type: none"> in familiar contexts <i>(e.g., “buddy” vs. “friend”)</i> 	Explore formal and informal uses of language <ul style="list-style-type: none"> in a variety of contexts Identify differences in register between spoken and academic texts	Use the appropriate level of formality for the variety of audiences and contexts in their lives
1.3.2 Use idiomatic expressions appropriately	Imitate age-appropriate idiomatic expressions	Experiment with idiomatic expressions	Interpret new idiomatic expressions in a variety of contexts	Interpret and use idiomatic expressions in a variety of contexts
1.3.3 Demonstrate understanding of variations in language	Experience a variety of voices	Experience a variety of accents and variations in speech <i>(e.g., intonation, emotion)</i>	Recognize influences resulting in variations in language <i>(e.g., text messaging)</i>	Identify some common regional or other variations in language
1.3.4 Use social conventions appropriately	Use basic social expressions appropriate to the classroom <i>(e.g., “Mr. Smith, excuse me, please.”)</i>	Recognize and use verbal behaviours that are considered polite and impolite	Understand the use of familiar social conventions encountered in oral and written texts <i>(e.g., common euphemisms)</i>	Use appropriate politeness conventions in a variety of contexts <i>(e.g., how to interrupt a conversation)</i>
1.3.5 Use non-verbal communication appropriately	Demonstrate understanding of the meaning of some common non-verbal behaviour used in Canadian culture, and imitate it <i>(e.g., raise hand in class)</i>	Recognize and begin to use appropriate non-verbal behaviours <ul style="list-style-type: none"> with frequently encountered people <i>(e.g., interpersonal space and physical contact)</i> 	Experiment with appropriate non-verbal communication techniques <ul style="list-style-type: none"> in a variety of contexts 	Interpret and use with some consistency a variety of non-verbal communication techniques <ul style="list-style-type: none"> in a variety of 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 	Stage 4
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"> with visual support 	Recognize the connections between several paragraphs on a single topic Link several sentences coherently on a single topic using link words or groups of words in simple ways <ul style="list-style-type: none"> with guidance <i>(e.g., using words like “first,” “second,” and “in the morning”; using pronouns)</i>	Organize texts of two or three paragraphs, using common patterns <i>(e.g., cause and effect, straightforward time sequencing, steps in a procedure)</i> Interpret simple cohesive devices within texts Use simple cohesive devices <i>(e.g., conjunctions and synonyms)</i>	Produce coherent text of several paragraphs, using cohesive devices as appropriate to grade level <i>(e.g., conjunctions, articles, and substitutions)</i>
1.4.2 Use text forms	Recognize some common oral, written, and digital text types <i>(e.g., lists, invitations, messages, instructions, announcements, parental consent form)</i> Follow a model to produce simple text forms <i>(e.g., map, survey, daily personal schedule)</i>	Recognize and use a range of simple oral, written, and digital text forms <ul style="list-style-type: none"> with support <i>(e.g., menu, advertisement, table of contents, thank-you note, bus schedule, blogs, emails)</i>	Recognize and use a variety of text forms <ul style="list-style-type: none"> with support in unfamiliar contexts <i>(e.g., folk tale/fable, newspaper article, instructions for a game, website)</i>	Recognize and use a variety of familiar text forms in their own productions <i>(e.g., recipe, comic strip, letter, radio or television report, article, computer presentation)</i> Analyze and identify the organizational structure of a variety of text forms
1.4.3 Demonstrate patterns of social interaction	Respond using very simple social interaction patterns in one-to-one situations <i>(e.g., question-answer, greeting-response, invitation-accept/decline)</i>	Initiate interactions and respond using simple social interaction patterns in one-to-one situations <i>(e.g., request-acceptance/refusal of social invitations; buying a drink at a convenience store)</i>	Combine simple social interaction patterns to perform everyday interactions, in small or larger groups <i>(e.g., invitations-acceptance/refusal with explanation, on the playing field, school-office interactions)</i>	Use appropriate social interaction patterns in a variety of age-/grade-level social and classroom settings <i>(e.g., actively participate in group discussion of a new topic)</i>




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 	Stage 4
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 Record and share preferences with others Express a personal response to a variety of familiar situations	Inquire about and respond to others' opinions Record and share thoughts and ideas with others <i>(e.g., keep a journal of ideas for stories)</i>	Express opinions and provide details to support their opinion <i>(e.g., reporting on an activity outside the classroom)</i> Distinguish fact from opinion
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"> in familiar contexts with modelling and support with pictures, single words, or phrases <i>(e.g., pleasure, happiness, "I am ... [plus adjective]")</i>	Identify, express, and respond to a variety of emotions and feelings <ul style="list-style-type: none"> in familiar contexts with support <i>(e.g., love, sadness, surprise, fear)</i> Record and share personal experiences involving an emotion or feeling	Inquire about, express, and respond to emotions and feelings of self and others <ul style="list-style-type: none"> in a variety of familiar contexts with occasional support Identify expressions of emotions and feelings in texts Use a range of expressions to describe emotions	Acknowledge and discuss other viewpoints, with reference to their own ideas <i>(e.g., classroom debate)</i> Express and respond to emotions and feelings <ul style="list-style-type: none"> in informal and formal situations in familiar and unfamiliar contexts <i>(e.g., personal and school relationships)</i>
2.1.2 Use language for imaginative purposes and personal enjoyment <i>a. Express humour/fun</i>	Identify words or situations that are personally humorous <ul style="list-style-type: none"> verbally or nonverbally 	Use English for fun and to interpret humour in familiar contexts	Use English for fun and to interpret and express humour <ul style="list-style-type: none"> in familiar contexts 	Interpret and express humour appropriately in a variety of contexts Begin to identify subtle forms of humour <i>(e.g., irony, wordplay)</i>
2.1.2 Use language for imaginative purposes and personal enjoyment <i>b. Use language for creative/aesthetic purposes and personal enjoyment</i>	Participate in creative and aesthetic language activities Use English for personal enjoyment <i>(e.g., listen to a favourite song)</i>	Attempt to use English creatively and for aesthetic purposes <i>(e.g., to experiment with the sounds and rhythms of the English in oral and written texts)</i>	Explore and identify the use of English creatively and for aesthetic purposes in a variety of familiar and basic academic texts <i>(e.g., patterned poem: a multimedia presentation on a familiar topic)</i>	Use features of the language for creative and aesthetic purposes in a variety of familiar and academic texts
2.1.3 Extend their knowledge of the world <i>a. Solve problems</i>	Observe and experience problem-solving situations <ul style="list-style-type: none"> in the classroom <i>(e.g., interpersonal relationships, learning activities)</i>	Report simple problems and participate in problem-solving situations <ul style="list-style-type: none"> in familiar settings with guidance <i>(e.g., "my locker won't open"; "he forgot his lunch"; the man [in the story] lost his money")</i>	Describe and analyze a problem, then propose solutions	Use information collected from various sources to solve problems
2.1.3 Extend their knowledge of the world <i>b. Explore opinions and values</i>	Listen to and attempt to understand opinions expressed by others <ul style="list-style-type: none"> in familiar social and classroom settings 	Respond to ideas and products of peers <i>(e.g., using structured peer feedback form)</i>	Begin to distinguish fact from opinion using language cues <ul style="list-style-type: none"> in social and academic contexts 	Begin to identify uses of language that express bias, stereotyping, and discrimination <ul style="list-style-type: none"> in social and classroom contexts <i>(e.g., racism)</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 communicate and interact with others to meet group needs and interests.				
Strands	Stage 1 	Stage 2 	Stage 3 	Stage 4
2.2.1 Manage personal relationships (form, maintain, and change relationships)	Exchange greetings and farewells Address a new acquaintance and introduce themselves Exchange some basic personal information	Initiate and participate in casual exchanges with classmates Use common means of interpersonal communication (e.g., email messages, text messaging, social media)	Recognize and respond to explicit positive and negative verbal behaviours to oneself or others in personal interactions (e.g., give compliments, encouragement, and insults)	Offer and respond to expressions of congratulation, sympathy, or regret Recognize and respond appropriately to perceived negative language <ul style="list-style-type: none"> in a range of social and academic situations
2.2.2 Impart and receive information	Share basic information (e.g., name and address; respond to simple, predictable questions)	Ask for and provide information <ul style="list-style-type: none"> on familiar topics in structured situations Describe basic characteristics of familiar people, places, and things Record essential information in a graphic organizer <ul style="list-style-type: none"> with guidance (e.g., complete a T-chart, Venn diagram) 	Ask for and provide some detailed information <ul style="list-style-type: none"> on a range of familiar topics Describe people, places, things, and series or sequences of events or actions <ul style="list-style-type: none"> in academic contexts Record the main ideas of a short, structured oral or written text into a note-taking format or a graphic organizer <ul style="list-style-type: none"> with support 	Provide detailed information on several aspects of an academic topic <ul style="list-style-type: none"> with some support (e.g., give a simple report, share facts about past events) Understand and use definitions, comparisons, and examples Share detailed information on a specific topic <ul style="list-style-type: none"> with structure (e.g., a report or biography)
2.2.3 Get things done a. Guide actions of others	Indicate basic needs and wants Give and respond to simple oral instructions or commands (e.g., "Open your book." "Go to the gym.")	Give and respond to requests (e.g., for assistance, warnings) Give and follow an expanded range of common daily instructions <ul style="list-style-type: none"> in familiar contexts 	Give and respond to suggestions, advice, and warnings <ul style="list-style-type: none"> in a variety of structured and/or familiar contexts Encourage others to take a course of action (e.g., "Let's" "You should")	Give and respond to direct and indirect suggestions or requests <ul style="list-style-type: none"> in a variety of formal and informal situations in familiar or unfamiliar contexts (e.g., in a public library, at a school office)
2.2.3 Get things done b. State personal actions	Ask for permission Indicate willingness to do something Respond to offers, invitations, and instructions using verbal or non-verbal cues	State personal actions in the immediate future	State personal actions in the past, present, or future Express intention in a variety of situations	Accept or decline an offer or invitation, with explanation Express possibility in relation to their own actions and plans (e.g., "We might go...")
2.2.3 Get things done 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 (e.g., "Let's start." "Please listen.")	Check for agreement and understanding (e.g., "Let's do it this way, okay?") Express agreement and disagreement in appropriate ways Express appreciation, enthusiasm, support, and respect for contributions of others	Persuade others to take a course of action (e.g., "We should... so...") Manage small group discussions <ul style="list-style-type: none"> with support

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 	Stage 4
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>	Begin to connect prior learning with basic concepts and skills for foundational academic purposes <ul style="list-style-type: none"> with the support of visuals, realia, and/or their first language 	Draw on prior learning for a limited range of basic academic tasks <ul style="list-style-type: none"> with the support of visuals, realia, and/or their first language 	Draw on prior learning for an expanded range of basic academic tasks in English	Draw on prior learning to enhance academic learning and successfully complete a full range of grade-level academic tasks <ul style="list-style-type: none"> consciously and consistently
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 add new knowledge, concepts, and skills to prior learning for foundational academic purposes <ul style="list-style-type: none"> with the support of visuals, realia, and/or their first language 	Add a developing range of new knowledge, concepts, and skills to complete simple structured academic tasks <ul style="list-style-type: none"> with the support of visuals, realia, and/or their first language 	Draw on a greater range of new knowledge, concepts, and skills to complete various basic academic tasks <ul style="list-style-type: none"> with support consciously and consistently 	Draw on new knowledge and skills to enhance academic learning and successfully complete a range of grade-level academic tasks <ul style="list-style-type: none"> with occasional support consciously and consistently
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>	Draw on prior learning for a developing range of tasks for everyday communication <ul style="list-style-type: none"> with the support of visuals, realia, and/or their first language 	Draw on prior learning for a developing range of tasks for everyday communication <ul style="list-style-type: none"> with the support of visuals, realia, and/or their first language 	Draw on prior learning for an expanded range of everyday communication and participation in the community	Draw on prior learning to enhance everyday communication and participation in the community <ul style="list-style-type: none"> consciously and consistently
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>	Attempt to add new knowledge and skills for communication and participation in the community <ul style="list-style-type: none"> with the support of visuals and realia, and/or their first language 	Draw on a developing range of new knowledge and skills for everyday communication and participation in the community <ul style="list-style-type: none"> with the support of visuals, realia, and/or their first language 	Draw on a greater range of new knowledge and skills for everyday communication and participation in the community <ul style="list-style-type: none"> effectively and appropriately 	Draw on new knowledge and skills to enhance everyday communication and participation in the community <ul style="list-style-type: none"> consciously and consistently




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 bilingual-bicultural/multilingual-multicultural learners.				
Strands	Stage 1 →	Stage 2 →	Stage 3 →	Stage 4
3.1.1 Affirm and value first language and culture	<p>Begin to identify similarities and differences between English and prior languages learned</p> <p>Begin to identify similarities and differences between their own cultural practices and those that are reflected in the class, school, and local community cultures</p>	<p>Recognize and share with others information concerning similarities and differences between their first language and English, or other languages</p> <p>Recognize and share with others information concerning similarities and differences between their cultural heritage and other cultures they have encountered</p> <p>Draw on prior languages and learning for personal, academic, and social learning and communication</p>	<p>Continue to draw on their prior languages and learning to enhance their personal, academic, and social learning and communication</p> <p>Continue to draw on their cultural knowledge and learning to enhance their personal, academic, and social learning and communication</p>	<p>Explore opportunities to use their first or prior languages for personal and educational purposes</p> <p>Explore opportunities to use their knowledge of their cultural heritage for personal, educational, and career purposes</p>
3.1.2 Value diversity	<p>Participate in activities and experiences that involve people of diverse backgrounds and reflect elements of different cultures</p>	<p>Collaborate with other learners of diverse backgrounds and interests</p> <p>Begin to identify the value of different languages, cultures, and other forms of diversity</p>	<p>Recognize the value of other perspectives, languages, and cultures to enhance learning for personal or social purposes</p> <p>Explore diversity and similarities in the classroom, school, and local community</p>	<p>Draw on different perspectives and diverse experiences to enhance learning, problem solving, and communication</p> <p>Reflect on the personal significance of diversity in the classroom, school, and local community</p>
3.1.3 Explore personal, academic, and future opportunities	<p>Demonstrate an interest in learning English and participating in class and school events</p>	<p>Identify personal ways of using knowledge of the English language and Canadian culture</p>	<p>Identify the value of knowing more than one language and being multicultural in the class, school, and community</p>	<p>Explore and identify opportunities for using multilingual and multicultural skills for personal, academic, and career purposes</p>

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 and society.				
Strands	Stage 1 	Stage 2 	Stage 3 	Stage 4
3.2.1 Demonstrate knowledge of Canada’s geography, history, and development	Know a few basic facts or words related to the geography, the political system, or the first and subsequent peoples of Canada	Know basic vocabulary and concepts related to Canadian geography, political system, first and subsequent peoples, and events in Canadian history	Know key facts and concepts related to the geography, political system, first and subsequent peoples of Canada, and events in Canada’s history	<p>Have an understanding and a sense of the geography, political system, first and subsequent peoples of Canada, and key moments in Canada’s historical development</p> <p>Know and begin to express opinions on how key issues and developments have shaped contemporary Canadian society</p> <p>Recognize and reflect on Canada’s contributions to current world events</p>
3.2.2 Demonstrate knowledge of Canada’s peoples, cultures, and traditions	<p>Participate in activities and experiences that reflect traditional and contemporary elements of Indigenous cultures, minority cultures, and dominant Canadian cultural heritage <i>(e.g., holidays and celebrations, music, dance, art, literature, and food)</i></p> <p>Experience cultural elements of diverse origins that reflect the diversity of Canada’s peoples <i>(e.g., regions, ethnicities, languages, and faith groups)</i></p>	<p>Explore the historical roots of Indigenous cultures, minority cultures, and dominant Canadian cultural heritage, activities, and experiences <i>(e.g., holidays and celebrations, music, dance, art, literature, and food)</i></p> <p>Explore and identify cultural and other forms of human diversity as reflected in the school, local, and broader community</p>	Explore the diversity of cultures and practices of people throughout Canada and internationally	Explore issues related to diversity and the influence of diversity in Canada and in the global community <i>(e.g., politics, first and subsequent peoples, human rights, law, arts, media, and other areas of interest)</i>

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 →	Stage 4
3.3.1 Demonstrate intercultural communication	<p>Begin to be aware of and recognize some similarities and differences in cultural characteristics, behaviours, and communication patterns</p> <ul style="list-style-type: none"> as reflected in the classroom, school, and local community 	<p>Begin to demonstrate some awareness of how culture affects communication and relationships with others</p> <ul style="list-style-type: none"> in the classroom, school, and local community <p>Recognize that the same “ordinary” behaviour can have different meanings in different cultures (e.g., <i>snapping fingers at someone</i>)</p>	<p>Demonstrate developing awareness of different communication patterns and perspectives</p> <p>Demonstrate growing ability to communicate effectively with individuals from different backgrounds</p> <ul style="list-style-type: none"> in the classroom, school, and local community <p>Identify how the same values may be reflected in different behavioural patterns based on culture</p>	<p>Demonstrate understanding of and appreciation for cultural similarities and differences, and demonstrate flexibility and openness to different perspectives, belief systems, and patterns of behaviour</p>
3.3.2 Demonstrate interdependence and building community, problem solving, and conflict resolution	<p>As compatible with family beliefs, participate and cooperate in classroom and school activities</p> <ul style="list-style-type: none"> while seeking help in dealing with conflict with others with support 	<p>Participate cooperatively and positively in daily classroom duties, and support peers and classmates</p> <ul style="list-style-type: none"> while seeking help to resolve conflicts 	<p>Demonstrate a willingness and ability to cooperate and work with others in a mutually respectful manner</p> <ul style="list-style-type: none"> in the classroom and school by addressing and resolving conflicts positively 	<p>Provide positive contributions and leadership</p> <ul style="list-style-type: none"> in the school and/or community <p>Recognize and appreciate the contributions of different individuals, groups, and events to local, national, and global social issues</p> <ul style="list-style-type: none"> by addressing and resolving conflicts positively

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 →	Stage 4
4.1.1 Use cognitive strategies appropriately	Use simple cognitive strategies to enhance language learning <ul style="list-style-type: none"> with modelling and support <i>(e.g., memorize new words by repeating them silently or aloud; make personal dictionaries; recognize cognates)</i>	Use a variety of simple cognitive strategies to enhance language learning <ul style="list-style-type: none"> with support <i>(e.g., associate new words or expressions with familiar ones; identify and use cognates)</i>	Identify and use a variety of cognitive strategies to enhance language learning <ul style="list-style-type: none"> with occasional support <i>(e.g., group together sets of things with similar characteristics; find and apply information, using reference materials such as dictionaries, textbooks, and grammar)</i>	Select and use appropriate cognitive strategies to enhance language learning <ul style="list-style-type: none"> in a variety of situations <i>(e.g., use word maps or other graphic representations)</i>
4.1.2 Use metacognitive strategies appropriately	Use simple metacognitive strategies to enhance language learning <ul style="list-style-type: none"> with modelling and support <i>(e.g., listen or read for keywords to derive general meaning)</i>	Use a variety of simple metacognitive strategies to enhance language learning <ul style="list-style-type: none"> with support <i>(e.g., check copied writing for accuracy; rehearse or role-play language situations)</i>	Identify and use a variety of metacognitive strategies to enhance language learning <ul style="list-style-type: none"> with occasional support <i>(e.g., reflect on learning tasks; identify their own strengths and needs; make a plan in advance about how to approach a language learning task)</i>	Select and use appropriate metacognitive strategies to enhance language learning <i>(e.g., monitor their own speech and writing to check for persistent errors; evaluate their own performance or comprehension at the end of a task)</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"> with modelling and support <i>(e.g., seek assistance; understand that making mistakes is a natural part of language learning)</i>	Use a variety of simple social and affective strategies to enhance language learning <ul style="list-style-type: none"> with support <i>(e.g., take risks with language and learning tasks; work with an English-speaking language buddy)</i>	Identify and use a variety of social and affective strategies to enhance language learning <ul style="list-style-type: none"> with occasional support <i>(e.g., work with others to solve problems; get feedback on tasks; work cooperatively with peers in small groups)</i>	Select and use appropriate social and affective strategies to enhance language learning <i>(e.g., experiment with various forms of expression; brainstorm; reread familiar self-chosen texts; work with others to solve problems, get feedback on tasks)</i>

Domain 4: Strategic Competency

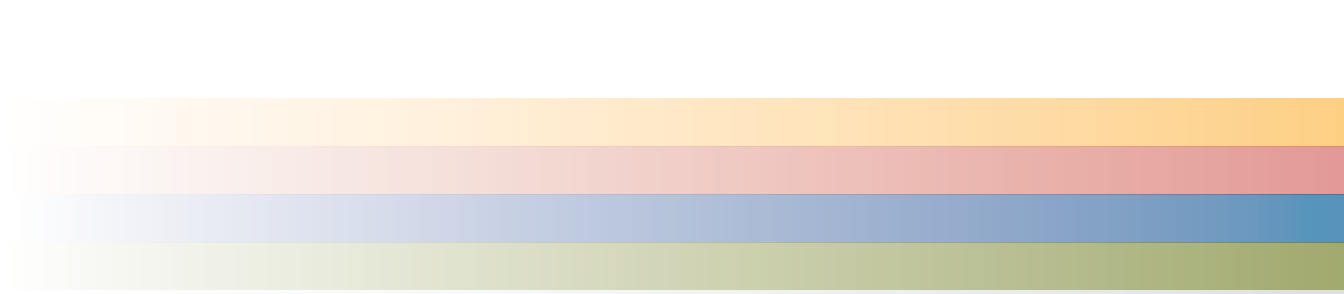
Students will develop and use a repertoire of strategies effectively to manage personal, social, and academic language learning demands, to use Canadian English, and to learn through Canadian English.

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 →	Stage 4
4.2.1 Demonstrate receptivity	Use simple reading and listening strategies to aid comprehension <ul style="list-style-type: none"> with modelling and support <i>(e.g., use illustrations; use cognates; use words with capitals)</i>	Use a variety of simple reading and listening strategies to aid comprehension <ul style="list-style-type: none"> with support <i>(e.g., use familiar words; use gestures and intonation)</i>	Identify and use a variety of reading and listening strategies to aid comprehension <ul style="list-style-type: none"> with occasional support <i>(e.g., make inferences based on prior knowledge and experience; make inferences based on contextual clues)</i>	Select and use a variety of appropriate reading and listening strategies <i>(e.g., use key content words or discourse markers to follow an extended text; skim, scan, reread)</i>
4.2.2 Demonstrate productivity	Use simple speaking and writing strategies to aid comprehension <ul style="list-style-type: none"> with modelling and support <i>(e.g., mimic what others say or write; use first language to fill in unknown words)</i>	Use a variety of simple speaking and writing strategies <ul style="list-style-type: none"> with support <i>(e.g., experiment with familiar words and structures to express their own meaning)</i>	Identify and use a variety of speaking and writing strategies <ul style="list-style-type: none"> with occasional support <i>(e.g., compensate for avoiding difficult structures by rephrasing; apply grammar rules to improve accuracy)</i>	Select and use a variety of appropriate speaking and writing strategies <i>(e.g., experiment with multiple ways of expressing meaning; use a variety of resources to correct texts)</i>
4.2.3 Demonstrate interactivity	Use simple interactive strategies <ul style="list-style-type: none"> with modelling and support <i>(e.g., indicate lack of understanding verbally or non-verbally)</i>	Use a variety of simple interactive strategies <ul style="list-style-type: none"> with support <i>(e.g., ask for repetition)</i>	Identify and use a variety of interactive strategies <ul style="list-style-type: none"> with occasional support <i>(e.g., ask for clarification; use other speakers' words)</i>	Select and use a variety of appropriate interactive strategies <i>(e.g., use fillers, hesitation devices, and gambits; sustain conversations by requesting further details; 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.

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 →	Stage 4
4.3.1 Use cognitive strategies appropriately	Use simple cognitive strategies to enhance general learning <ul style="list-style-type: none"> with modelling and support by connecting what they already know with what they are learning 	Use a variety of simple cognitive strategies to enhance general learning <ul style="list-style-type: none"> with support <i>(e.g., take notes; organize and review notes)</i>	Identify and use a variety of cognitive strategies to enhance general learning <i>(e.g., make a poem)</i> Identify own needs <ul style="list-style-type: none"> with occasional support 	Select and use appropriate cognitive strategies to enhance general learning Seek information using a network of sources <ul style="list-style-type: none"> while formulating key questions to guide inquiry
4.3.2 Use metacognitive strategies appropriately	Use simple metacognitive strategies to enhance general learning <ul style="list-style-type: none"> with modelling and support <i>(e.g., decide to attend to the learning task; manage their own physical working environment)</i>	Use a variety of simple metacognitive strategies to enhance general learning <ul style="list-style-type: none"> with support <i>(e.g., discover how their efforts can affect their learning)</i>	Identify and use a variety of metacognitive strategies to enhance general learning <ul style="list-style-type: none"> with occasional support <i>(e.g., develop criteria for evaluating their own work)</i>	Select and use appropriate metacognitive strategies to enhance general learning <i>(e.g., take responsibility for planning, monitoring, and evaluating learning experiences; reflect upon their own thinking processes and how they learn)</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"> with modelling and support <i>(e.g., seek help from others)</i>	Use a variety of simple social and affective strategies to enhance general learning <ul style="list-style-type: none"> with support <i>(e.g., participate in cooperative group learning tasks)</i>	Identify and use a variety of social and affective strategies to enhance general learning <ul style="list-style-type: none"> with occasional support <i>(e.g., encourage themselves to try even though they might make mistakes; use support strategies to help peers persevere at learning tasks)</i>	Select and use appropriate social and affective strategies to enhance general learning <i>(e.g., take risks; try unfamiliar tasks and approaches; take part in group problem-solving processes)</i>



Manitoba **Grades 5 to 8** Curriculum Framework for
English as an Additional Language (EAL) and
Literacy, Academics, and Language (LAL) Programming

LAL Domains of Learning

Introduction to the LAL Domains of Learning

LAL Phases—What are they?

The LAL Phases are intended for students with limited or no prior schooling who enter the school system in the Middle and Senior Years. These learners are not exclusively from war-affected/refugee backgrounds; they may come from regions where access to education is limited by poverty or gender, or from school settings that were limited to one or two hours a day or that taught a very narrow curriculum focused on rote skills.

These learners may face multiple challenges (e.g., settlement, health, mental health and trauma, cultural, education, language barriers) in adapting to the Manitoba school environment and in succeeding academically. As a consequence of their lack of schooling, they are also likely to have very limited numeracy and academic skills in any language. It is recognized that younger students may arrive who have also missed some or all of the Early Years; when younger EAL students are significantly behind age-/grade-appropriate literacy and content-area outcomes, specialized planning drawn from the LAL domains will also be needed.

Unlike EAL learners, who have age-/grade-appropriate education and are already literate in at least one language, LAL learners have less knowledge and fewer skills that they can transfer to the learning of English and other academic subjects. Therefore, in addition to learning English, students will need to develop **foundational literacy, numeracy, and academic/subject-area knowledge and skills** at the same time that they are acquiring foundational English language competency. The complexity and difficulty of this process means that these learners often feel overwhelmed. Typically, they will need intensive learning opportunities, programming, and more time if they are to be successful in a variety of subject areas. When considering the progress of such students, teachers must always take into account the student's language and literacy learning background and any initial levels of literacy in the first language.

Regardless of their previous educational experiences, the key to their identification as LAL learners is their lack of, or significantly limited, primary language literacy.

It is important to recognize that, although these learners may be at pre-literate or emergent literacy stages of language learning, they are often mature, motivated, and resilient learners who bring with them a variety of life experiences.

The linguistic and academic knowledge, skills, and attitudes that are developed through the Early Years curriculum and school experiences are intended to be the foundation for personal and social development and lifelong learning. In many ways, the curricula in the Middle Years and Senior Years expand, deepen, and enable a more complex and abstract application of the foundational knowledge and skills. Therefore, students who have missed all or part of their early schooling need to develop these same linguistic and academic foundations before they can be expected to be successful in age-/grade-appropriate educational and literacy contexts.

Newcomer learners in the Middle Years and Senior Years who have both EAL needs and limited schooling will require specialized programming that enables them to develop their English language and foundational academic learning in a concurrent and accelerated manner. At the same time, effective programming respects the needs and characteristics of adolescent or young adult learners. LAL programming needs to be intensive, extended, integrated, and focused on the most essential aspects of the foundational subject-area curricula and of language development.

The essentials—the big ideas and foundational processes, practices, competencies, and skills in Manitoba's curricula for mathematics, science, and social studies in Grades 1–8—have been highlighted in a document called *Curriculum Essentials*, found at www.edu.gov.mb.ca/k12/cur/essentials/index.html. This document provides a quick overview of grade-level learning to help EAL and LAL teachers identify relevant topics for literacy support and vocabulary development.

Middle and Senior Years LAL: LAL Phase 1 and LAL Phase 2

Learners who are just entering LAL Phase 1 are beginning EAL learners who have had no prior formal schooling even though they are adolescents or young adults. They are preliterate or have very limited literacy skills in any language, and limited numeracy skills. The goal of LAL Phase 1 instruction is to help students

- be welcomed to the school and adapt to the classroom and school environment
- develop Basic Interpersonal Communication Skills (BICS) in English
- develop emergent literacy skills
- develop foundational numeracy and subject-area skills
- develop and use essential life skills in school and the community (e.g., call 911, winter clothing, bus schedules)

Learners who are entering LAL Phase 2 typically are students who have completed LAL Phase 1 or are new students who have had some prior schooling but are well below what may be expected for their age/grade. They will have developed some level of foundational literacy skills in at least one language and will have had some limited numeracy and other subject-area learning skills. Their prior learning experiences mean that they have some language, literacy, and academic skills that they can transfer and build upon to aid them in their English language and academic development. Learners need

to solidify and expand their literacy skills while also developing foundational, compulsory subject knowledge and skills that they will need for continued opportunities for learning. The goal of LAL Phase 2 instruction is to

- develop good interpersonal communication and foundational academic English language skills
- develop strong basic literacy skills that can be applied across different subject areas
- develop foundational knowledge, skills, and attitudes in all compulsory and elective subjects that are essential for success or of interest to the student in the Middle and Senior Years courses
- explore and develop long- and short-term learning and career plans
- build and develop socio-emotional and cultural connections and supports

Transitioning to Middle and Senior Years EAL Programming

LAL Phases 1 and 2 are intended to develop foundational linguistic and subject-area competency. Therefore, the end of LAL Phase 2 is not the end of the students' linguistic and academic development. It is expected that students will transition to EAL programming appropriate for Middle Years Stages 2–3 or Senior Years Stages 2–3 to continue their education and linguistic development. As students have limited literacy and academic knowledge and skills to transfer, **LAL programming will be more intensive and of a longer duration.**

Furthermore, their literacy and academic learning will continue to require additional time and support as they transition to and continue in EAL and academic programming. It is important for LAL learners to develop the skills needed for future learning and work opportunities beyond high school.

Many LAL students will benefit from the high school experience to further develop their social and academic language, as well as participate in the culture of the school. LAL students may not have had the opportunity to experience curricular and co-curricular activities due to their limited prior schooling.

Domains of LAL Learning

The four domains of LAL learning are parallel to those for EAL and thus include the knowledge, skills, strategies, and attitudes that students are expected to demonstrate in Middle Years and Senior Years. The specific clusters identify the component knowledge, skills, strategies, and attitudes that contribute to the LAL domains that students are expected to demonstrate by the end of a stage. For a thorough understanding of the EAL/LAL domains, please refer to the [EAL Domains of Learning](#).

However, the EAL domains assume students have close to age-appropriate education and literacy skills, whereas the LAL domains have been adapted to meet the needs of students with limited prior formal education or literacy skills in any language. Overlap is evident between early EAL stages and LAL Phases; therefore, there will be some components of parallel programming. In addition to language acquisition, the emphasis in LAL programming is on literacy, numeracy, and foundational subject-area knowledge and skills.

The four LAL domains are

- Foundational Linguistic Competency
- Foundational Competence in Contextual Applications
- Foundational Intercultural Competency and Global Citizenship
- Foundational Strategic Competency

Domain Definitions and Exit Descriptions for LAL Learners

LAL Domain 1: Foundational Linguistic Competency

All EAL learners need to become competent in the lexicon, grammar structures, text forms, and social conventions that allow them to interpret and produce meaningful communications in English. These are critical to the domain of **foundational linguistic competency**.

Students who already have literacy skills in another language can transfer many understandings about the relationship of oral and written language (e.g., the function of sound-symbol systems and punctuation) and lexical knowledge associated with schooling. They can use their established literacy skills to support oral language development (e.g., acquire new vocabulary through reading). However, older students who have no or limited literacy skills in any language will need to encounter the written form of the language and develop essential literacy skills even as they are learning the oral aspects of the language. LAL learners will develop the linguistic elements of oral language much like EAL students, although the instructional approaches may differ somewhat, with an emphasis on developing foundational [linguistic competence](#) in reading, writing, and lexicon development.

Reading and writing instruction for LAL learners will have many similarities to the early stages of schooling for language and literacy development. It is essential that the content and presentation be age-appropriate and relevant to adolescent and young adult learners (e.g., reading signs around the school, the cafeteria menu, or the bus schedule, etc.).

As students meet the Phase 2 learning goals in this domain, they will be aware that print conveys meaning and that there is a connection between oral language, print, and communication. They will recognize and use the basic sound-letter (phonemic) and sound-spelling ([phonic](#)) relationships to read and write an increasing number of familiar words. They will interpret and produce simple texts required for everyday communication and foundational numeracy and subject-area learning. They will begin to organize, structure, and sequence simple texts and use simple grammatical structures with common recognized text/organizational patterns. They will begin to recognize the differences between formal and informal language and behaviours in a variety of contexts.

Students who have met the Phase 2 learning goals will still require intensive support to continue their literacy development to a grade-appropriate level, especially in the development of **cognitive academic language proficiency skills (CALPs)**.

LAL Domain 2: Foundational Contextual Applications

EAL/LAL programming for K–12 students develops the academic and cognitive skills and knowledge that are needed for adult life. In the K–12 system, LAL students are learning a new language at the same time that this language is used for instructional purposes for various subject areas.

Although EAL students who have age-/grade level–appropriate education will initially experience a delay in academic development as they learn the [language of instruction](#) and become familiar with the Canadian school culture, they are able to transfer and build on previously acquired knowledge, skills, and attitudes.

Students with limited experience with formal schooling in any language face multiple challenges as they develop the knowledge, skills, and behaviours required to succeed in academic settings. LAL students differ from EAL students in that they have not had the opportunity to develop literacy and academic skills in their first language, so they must develop them simultaneously as they learn English.

The **contextual applications** domain recognizes that LAL learners need to develop language skills and understandings that will allow them to function effectively in a range of non-academic and academic settings for a variety of purposes. It also reflects the interrelatedness of LAL and subject-area learning that is essential for educational success. This domain is about “getting things done” as an individual and with others, both informally and in more formal contexts.

For LAL students, the contextual applications domain includes a strong emphasis on increasing their understanding of the schooling process. As students meet the Phase 2 learning goals within this domain, they keep and use English for essential everyday communication for personal and social purposes, for various functions in school, and for foundational academic learning. They will begin to use English to meet their individual needs or interests and to socialize and work with others. As well, they will acquire foundational numeracy and subject-area knowledge and skills required for their continued learning.

LAL Domain 3: Foundational 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 the Canadian educational system/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.

K–12 EAL students in Manitoba schools come from very diverse linguistic and cultural backgrounds. Sometimes they have had limited experience with cultures other than their own or they have lived as members of a displaced minority within a different dominant group. It is generally agreed that [communicative competence](#) includes understanding and using cultural aspects of language. Historically, learning the dominant language and culture often was connected with the deliberate suppression of the students' home languages and cultures. However, the modern Canadian context recognizes individuals' rights to maintain their linguistic and cultural heritage, as well as the role of home culture in the formation of positive self-identity.

There is an underlying cognitive/academic proficiency that is common across all languages. Thus, by valuing and enhancing the students' home cultures and languages, English language learning can be enhanced. Furthermore, to live successfully in Canada, individuals will need the skills and knowledge to interact and communicate with the many cultures locally and globally.

Thus, the domain of intercultural competency and global citizenship reflects the development of students' positive self-identity as multilingual/multicultural learners within the Canadian educational system/society and the development of the knowledge, skills, and attitudes that will enable them to participate effectively as local and global citizens. Intercultural competency suggests that the communicators have general cultural knowledge, as well as specific knowledge of cultures, that they can apply to ensure effective communication. The progression of intercultural communication skills reflected in this domain follows from the idea of stages of intercultural sensitivity. The concept of global citizenship encompasses citizenship at all levels—from the local school and community to Canada and the world.

As students meet the Phase 2 learning goals for this domain, they will demonstrate a growing awareness of cultural and linguistic diversity in a Canadian and global context. They will be more aware of how they and others are shaped by their cultures, faiths, and languages and how these influence learning and social relationships. They will begin to recognize and appreciate differences and similarities between cultures and languages, and they will demonstrate foundational knowledge of and appreciation for Canada's peoples, history, geography, and cultural heritage.

LAL Domain 4: Foundational Strategic Competency

Within the **strategic competency** domain are strands that will help students learn and communicate more effectively. [Strategic competence](#) has long been recognized as an important component of communicative competence. The strands and learning goals within this domain deal not only with compensation and repair strategies, which are important in the early stages of language learning when proficiency is low, but with strategies for language learning, language use in a broader sense, as well as general learning strategies that help students acquire content. Although people may use strategies unconsciously, the learning goals deal only with the conscious use of strategies. The strategies are grouped under three cluster headings. Under each of these headings there are several strands that show the development of awareness and skill in using strategies from Phase 1 to Phase 2. 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 they are engaged in and on 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 stage learning goals 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 list are not prescriptive but are provided as an illustration of how the general strategies in the specific clusters might be developed.

Teachers need to know and be able to demonstrate a broad range of strategies from which students are then able to choose in order to communicate effectively. 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.

Language Learning Strategies

Cognitive	Metacognitive	Social/affective
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 acquisition, and identify one or more considered to be personally useful. • Demonstrate 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 awareness of their own strengths and weaknesses, identify their own needs and goals, and organize strategies and procedures accordingly. 	<ul style="list-style-type: none"> • 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 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.

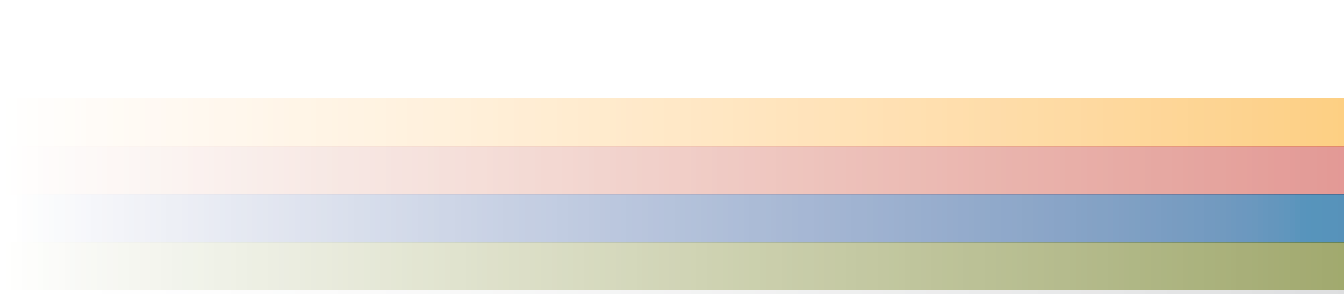
Language Use Strategies

Receptive	Productive	Interactive
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Mimic what the teacher says. • Use nonverbal means to communicate. • Copy what others say or write. • Use words visible in the immediate environment. • Demonstrate awareness of and use 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 a 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. 	<ul style="list-style-type: none"> • Indicate lack of understanding, verbally or nonverbally (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
<ul style="list-style-type: none"> • 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 key words and concepts in abbreviated form—verbal, graphic, or numeric—to assist with 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 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.

Notes




Manitoba **Grades 5 to 8** Curriculum Framework for
English as an Additional Language (EAL) and
Literacy, Academics, and Language (LAL) Programming

Middle Years LAL Phases

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 phase, students will demonstrate use of linguistic elements.		
Strands	Phase 1 	Phase 2
1.1.1 Use sound and symbol systems appropriately	<p>Understand that letters represent speech sounds</p> <p>Demonstrate early stages of phonological awareness, phonemic awareness, rhymes, and syllables</p> <p>Know and use basic elements of the sound-symbol system</p> <ul style="list-style-type: none"> with modelling in oral and written situations <p>Recognize upper- and lower-case letters of the English alphabet</p> <p>Write and sound out simple words and sentences encountered in the environment</p>	<p>Use most elements of the sound-symbol system appropriately to comprehend and generate oral and written text</p> <ul style="list-style-type: none"> consistently and independently with some accuracy <p>(e.g., blends, vowel sounds, comprehensible invented spelling)</p>
1.1.2 Use lexicon (vocabulary) appropriately	<p>Know and use an emergent repertoire of words and phrases</p> <ul style="list-style-type: none"> in familiar contexts within the suggested areas of experience <p>(See suggested topics on the next page.)</p>	<p>Use a developing repertoire of words and phrases</p> <ul style="list-style-type: none"> in familiar classroom, academic, and social contexts within the suggested areas of experience <p>(See suggested topics on the next page.)</p>
1.1.3 Demonstrate understanding of grammatical features	<p>Recognize and use essential grammatical features required for everyday communication</p> <p>Use simple English structures appropriately in phrases or short sentences</p> <ul style="list-style-type: none"> with modelling and support in familiar social and classroom situations <p>Use meaningful chunks of language appropriately (Frequent errors may impede meaning.)</p>	<p>Use a range of simple grammatical features required for everyday classroom and foundational academic subject-area learning</p> <ul style="list-style-type: none"> with support with some consistency <p>Experiment with a developing range of simple English structures to express ideas, attempting to generate rules and to self-correct</p> <ul style="list-style-type: none"> with support in familiar social and classroom situations <p>Demonstrate an increasing awareness of tense and basic prepositions (Frequent errors may impede meaning.)</p>
1.1.4 Demonstrate understanding of mechanical features	<p>Recognize and use basic English mechanical features</p> <ul style="list-style-type: none"> with modelling and support <p>(e.g., copy sentence with capitalization)</p>	<p>Use basic English mechanical features appropriately and demonstrate a willingness to explore their use for effect</p> <ul style="list-style-type: none"> with support <p>(e.g., use exclamation mark to indicate strong feeling)</p> <p>Use basic print conventions appropriately</p> <ul style="list-style-type: none"> with some consistency <p>(e.g., numbers, letters, capitalization, spacing, basic punctuation, abbreviations)</p>
1.1.5 Demonstrate understanding of discourse features	<p>Recognize and use basic English discourse features</p> <ul style="list-style-type: none"> with modelling and support in oral and written texts with or without visual support, such as pictures or gestures <p>(e.g., simple connectives such as “and” and “or”)</p>	<p>Recognize and use basic English discourse features for effect</p> <ul style="list-style-type: none"> in structured situations with support <p>(e.g., “I think”; “First . . . then”; fill in a graphic organizer)</p>

Cluster 1.1

Middle and Senior Years LAL Suggested Topics for Development of Lexicon (Supporting Strand 1.1.2)

See grade-level curriculum to expand on these topics.

Phase 1

Basic Interpersonal Communication Skills (BICS)*:

- People around me
 - greetings
 - basic personal information
 - family
- People and their physical characteristics
 - the human body
 - basic health
 - simple personal actions
 - clothing
 - colours
 - common emotions
- Activities
 - daily routines/activities
 - foods and meals
 - favourite pastimes
 - leisure
 - celebrations—personal and cultural
- Weather and seasons
 - activities for seasons
 - clothing for winters
- Home
 - basic types of housing
 - rooms and furnishings
- Classroom and school
 - essential school supplies
 - simple actions/routines
 - core subjects
 - school schedules
 - building facilities
 - classroom furnishings
 - safety/health
 - assignments, assessments, report cards

- Workplace
 - occupations and professions
 - settings and duties
 - simple actions/routines
- Community
 - address
 - phone number
 - public places
 - public transportation
 - directions
 - essential shopping
 - animals and plants

Cognitive Academic Language Proficiency (CALP)**:

Foundational academic vocabulary related to themes and concepts from ELA, social studies, science, mathematics, the arts, physical education/health, ICT, or elective courses that the student is taking, including (among other topics):

- Numeracy
 - cardinal and ordinal numbers
 - money
 - time/calendar
 - measurement
 - shapes
 - sizes
 - basic arithmetic and symbols
- Communications technology
 - computer terms/hardware
 - web terms
- Canada and Canadian culture
 - provinces, territories, and capital cities
 - symbols
- Manitoba places relevant to students
 - basic landforms

Phase 2

Basic Interpersonal Communication Skills (BICS):

Expansion of topics introduced in Stage 1, plus

- People around me
 - personality traits
 - friendships
 - relationships
- Community
 - places and transportation
 - driving/map reading
 - popular stores and restaurants
 - shopping
 - organizations and agencies
 - volunteering
- Activities
 - sports and exercise
 - vacation and travel
 - community clubs, sports facilities, recreation programs
 - vacation and travel
- Workplace
 - applying for a job
 - workplace routines/greetings
 - workplace interactions
 - basic workplace safety and rights
 - applying for essential documents
- Classroom and school
 - assignments, assessments, reporting
 - educational requirements
 - graduation
 - educational institutions
 - participating in the school community
 - extracurricular and volunteer activities, clubs, teams, field trips, school events

- Arts and entertainment
 - music genres
 - artists
 - musical instruments
 - fashions and fads
 - performing and visual arts
 - storytelling

- Communications technology
 - media types
 - computer software

- Canada and Canadian culture
 - Canadian holidays and celebrations
 - map of Canada

Cognitive Academic Language Proficiency (CALP):


- Essential vocabulary related to key themes and content in social studies, science, mathematics, the arts, ICT, and physical education and health curricula
- High-frequency general academic vocabulary that can be taught in a concrete, meaningful way

* Basic vocabulary related to themes and content in social studies, science, mathematics, the arts, physical education and health curricula, ICT, or elective courses the student is taking

** High-frequency general academic vocabulary that can be taught in a concrete, meaningful way


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 phase, students will demonstrate language competence .		
Strands	Phase 1 	Phase 2
1.2.1 Listen and view	Interpret simple words, word clusters, or simple sentences <ul style="list-style-type: none"> with or without visual aids such as physical movement, gestures, realia, pictures, acting out in familiar classroom routines and social contexts 	Listen and understand the main points of an oral presentation or interaction <ul style="list-style-type: none"> with support on a familiar topic with or without visual aids such as gestures, role-playing/acting out, pictures, realia, or other representations
1.2.2 Speak and represent	Express simple ideas using keywords, short phrases, and short sentences <ul style="list-style-type: none"> in structured, familiar situations with or without visual aids such as physical movement, gestures, realia, pictures, or role-playing 	Express meaning through short oral presentations or interactions <ul style="list-style-type: none"> spontaneously and/or with support on a familiar topic or supported unfamiliar routines in structured situations Produce a short oral presentation <ul style="list-style-type: none"> with support on a familiar academic topic in a structured situation with or without visual aids such as gestures, role-playing, pictures, realia, multimedia, or other representations
1.2.3 Read and view	Begin to recognize and gain meaning from simple words and sentences <ul style="list-style-type: none"> with extensive modelling and guidance on a familiar topic with pictures, repetition, and patterns 	Read and gain meaning from a series of connected sentences <ul style="list-style-type: none"> on a familiar topic in an increasing range of text forms used in the classroom and in different subject areas with visual aids and structured support
1.2.4 Write and represent	Write simple words, phrases, and sentences drawing on their oral repertoire <ul style="list-style-type: none"> with extensive modelling and/or support on familiar topics or events with or without simple representations <i>(e.g., drawings to aid communication)</i>	Produce a range of simple and familiar texts <ul style="list-style-type: none"> spontaneously and/or with support on familiar topics with or without simple representations to aid communication
1.2.5 Demonstrate interactive fluency	Respond appropriately to basic personal questions <ul style="list-style-type: none"> using phrases or simple sentences Engage in short classroom or social interactions <ul style="list-style-type: none"> using phrases or simple sentences Use gestures or short phrases to indicate understanding or a lack of understanding Observe and experience English-speaking peers' discussions	Initiate interactions and respond to questions <ul style="list-style-type: none"> on familiar topics Manage simple, routine interactions, asking for repetition or clarification when necessary <ul style="list-style-type: none"> with relative ease Respond appropriately to English-speaking peers


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 phase, students will demonstrate knowledge of the use of socio-cultural/socio-linguistic elements.		
Strands	Phase 1 	Phase 2
1.3.1 Use register appropriately	Listen to and observe different levels of formality of language as used in their environment <i>(e.g., among peers, teacher to student)</i>	Experiment with formal and informal uses of language <ul style="list-style-type: none"> in familiar contexts <i>(e.g., "buddy" vs. "friend")</i>
1.3.2 Use idiomatic expressions appropriately	Imitate age-appropriate idiomatic expressions	Use learned idiomatic expressions appropriately <ul style="list-style-type: none"> in new contexts
1.3.3 Demonstrate understanding of variations in language	Experience a variety of voices	Acknowledge and understand a variety of accents and variations in speech <i>(e.g., intonation, emotion)</i>
1.3.4 Use social conventions appropriately	Use basic social expressions appropriate to the classroom <i>(e.g., "Mr. Smith, excuse me, please.")</i>	Identify verbal behaviours that are considered impolite in a variety of contexts
1.3.5 Use nonverbal communication appropriately	Understand the meaning of some common nonverbal behaviours used in Canadian culture, and imitate them <i>(e.g., raise hand in class)</i>	Identify nonverbal behaviours that are considered appropriate and inappropriate <i>(e.g., eye contact, personal space)</i>


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 phase, students will demonstrate knowledge of how discourse is organized, structured, and sequenced.		
Strands	Phase 1 	Phase 2
1.4.1 Demonstrate cohesion/coherence	Identify and order sequential elements of a simple familiar story, process, or series of events <ul style="list-style-type: none"> with visual support and modelling <i>(e.g., sequence pictures/visuals)</i>	Identify the connections between several paragraphs on a single topic Link several sentences on a single topic, using simple linking words or groups of words <ul style="list-style-type: none"> with support <i>(e.g., using words like “first,” “second,” and “in the morning”; using pronouns)</i>
1.4.2 Use text forms	Begin to organize, structure, and sequence simple texts <ul style="list-style-type: none"> with modelling and support <i>(e.g., recognize and respond to school communication: class/school schedules; simple letters; simple stories)</i> Identify and respond to the basic elements of books <i>(e.g., cover, title, author, beginning, ending)</i>	Identify and produce a limited range of simple text forms <ul style="list-style-type: none"> in guided situations <i>(e.g., advertisements, menus, letters, narratives, reports, stories, graphs, charts, poems, and word problems)</i>
1.4.3 Demonstrate patterns of social interaction	Respond using simple social interaction patterns <ul style="list-style-type: none"> in face-to-face situations <i>(e.g., question–answer, greeting–response, invitation–accept/decline)</i>	Initiate interactions and respond appropriately using simple social interaction patterns <ul style="list-style-type: none"> in face-to-face situations <i>(e.g., request–acceptance/refusal; social invitations; buying a bus pass)</i>


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 phase, students will meet personal needs and interests .		
Strands	Phase 1 	Phase 2
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	Identify favourite people, places, or things Record and share preferences Express a personal response to a variety of familiar situations
2.1.1 Express emotions and personal perspectives <i>b. Share emotions and feelings</i>	Respond to and express basic emotions and feelings using single words or short phrases <ul style="list-style-type: none"> with modelling and support (<i>e.g., pleasure, happiness, I am + adjective</i>) 	Identify, express, and respond to a variety of emotions and feelings <ul style="list-style-type: none"> in familiar contexts (<i>e.g., such as love, sadness, surprise, fear</i>) Record and share personal experiences involving an emotion or feeling (<i>e.g., keeping a journal</i>)
2.1.2 Use language for imaginative purposes and personal enjoyment <i>a. Express humour/fun</i>	Identify words or situations that are personally humorous	Use the language appropriately for personal enjoyment (<i>e.g., listen to a favourite song</i>)
2.1.2 Use language for imaginative purposes and personal enjoyment <i>b. Use language for creative/aesthetic purposes and personal enjoyment</i>	Participate in creative and aesthetic language activities	Begin to use English creatively and for aesthetic purposes (<i>e.g., to tell a story or experiment with the sounds and rhythms of English</i>)
2.1.3 Extend their knowledge of the world <i>a. Solve problems</i>	Experience and observe problem-solving situations (<i>e.g., interpersonal relationships, learning activities</i>)	Report simple statements of problems and participate in problem-solving situations <ul style="list-style-type: none"> with support in familiar settings (<i>e.g., "My locker won't open"; "He forgot his lunch"; "The lady [in the story] lost her money."</i>)
2.1.3 Extend their knowledge of the world <i>b. Explore opinions and values</i>	Interpret the main idea of simple statements of opinion <ul style="list-style-type: none"> in familiar social and classroom settings 	Respond appropriately to ideas and products of peers (<i>e.g., using structured peer feedback form</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 phase, students will communicate and interact with others to meet group needs and interests.		
Strands	Phase 1 	Phase 2
2.2.1 Manage personal relationships (form, maintain, and change relationships)	<p>Exchange greetings and farewells</p> <p>Address a new acquaintance and introduce themselves</p> <p>Exchange some basic personal information</p>	<p>Initiate and participate in casual exchanges with classmates</p> <p>Use routine means of interpersonal communications appropriately (e.g., telephone calls, social media, text messages)</p>
2.2.2 Impart and receive information	<p>Share basic information (e.g., share name and address; respond to simple, predictable questions)</p> <p>Identify familiar people, places, and things</p> <p>Copy essential information (e.g., address, phone number)</p>	<p>Ask for and provide information</p> <ul style="list-style-type: none"> on familiar topics in structured situations <p>Describe basic characteristics of familiar people, places, things</p> <p>Record essential information into a graphic organizer</p> <ul style="list-style-type: none"> with support (e.g., complete a T-chart, Venn diagram)
2.2.3 Get things done a. Guide actions of others	<p>Give and respond to simple oral instructions or commands (e.g., "Open your book." "Go to the gym.")</p>	<p>Make and respond to common requests for assistance, warnings, and other requests</p> <p>Give and follow an expanded range of common daily instructions</p> <ul style="list-style-type: none"> in familiar contexts
2.2.3 Get things done b. State personal actions	<p>Indicate basic needs and wants</p> <p>Ask for permission</p> <p>Indicate willingness to do something</p> <ul style="list-style-type: none"> using verbal and nonverbal cues 	<p>State personal actions in the immediate future</p> <p>Respond appropriately to offers, invitations, and instructions</p>
2.2.3 Get things done c. Manage group activities	<p>Respond appropriately to the rules of turn-taking</p> <p>Respond appropriately to inappropriate behaviour of others through nonverbal communication and simple expressions (e.g., "Please stop!" "Let's start.")</p>	<p>Manage turn-taking (e.g., "It's your turn.")</p> <p>Encourage other group members to act appropriately (e.g., "It's your turn." "Please listen.")</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 phase, students will transfer prior learning and acquire new learning .		
Strands	Phase 1 	Phase 2
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>	Identify and connect basic knowledge, concepts, and skills related to prior life experiences for foundational academic purposes <ul style="list-style-type: none"> with visuals, realia, and their first language 	Draw on prior life experiences in a limited range of academic tasks <ul style="list-style-type: none"> with visuals, realia, and their first language
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>	Begin to add basic knowledge, concepts, and skills related to the core subject areas <ul style="list-style-type: none"> with visuals, realia, and their first language Identify basic academic tasks that relate to a cross-section of subject areas <ul style="list-style-type: none"> with support and modelling 	Add a developing range of new knowledge, concepts, and skills to complete simple structured academic tasks <ul style="list-style-type: none"> with visuals, realia, and their first language Demonstrate the foundational and essential knowledge, skills, and attitudes related to the core subject areas Explore a range of academic tasks related to a cross-section of subject areas <ul style="list-style-type: none"> with support and modelling
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>	Recognize and attempt to connect basic concepts and skills related to prior learning for everyday communication and participation in the community <ul style="list-style-type: none"> with visuals, realia, and their first language 	Explore a developing range of basic tasks by drawing on prior learning <ul style="list-style-type: none"> with visuals, realia, and their first language <i>(e.g., communication; participation in the community and workplace)</i>
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>	Begin to develop new knowledge, concepts, and skills for communication and participation in the community <ul style="list-style-type: none"> with visuals, realia, and their first language 	Develop a range of new knowledge, concepts, and skills for everyday communication and participation in the community <ul style="list-style-type: none"> with visuals, realia, and their first language


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 phase, students will develop and use knowledge and understanding of themselves as bilingual-bicultural/multilingual-multicultural learners.	
Strands	Phase 1 	Phase 2
3.1.1 Affirm and value first language and culture	Begin to identify some basic similarities and differences between English and prior languages Identify basic similarities and differences between personal cultural practices and those in the classroom, school, and local community	Recognize and share similarities and differences between their first language, English, and other languages Recognize and share similarities and differences between their personal cultural heritage and other cultures in the classroom, school, and local community
3.1.2 Value diversity	Participate and reflect on activities and experiences that involve people of diverse backgrounds and cultures	Collaborate with other learners of diverse backgrounds and interests Begin to identify the value of different languages, cultures, and other forms of diversity Reflect on the personal significance of diversity and similarities in the classroom, school, and local community
3.1.3 Explore personal, academic, and future opportunities	Participate in class and school events Begin to explore age-/grade-appropriate short-term and long-term education, employment, and career opportunities <ul style="list-style-type: none"> • with support 	Identify some personal ways of using knowledge of the English language and Canadian culture Access information and develop an initial personal age-/grade-appropriate learning and career plan <ul style="list-style-type: none"> • with support

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 phase, students will develop and use knowledge and understandings concerning Canada’s peoples and Canada’s development as a nation society.	
Strands	Phase 1 	Phase 2
3.2.1 Demonstrate knowledge of Canada’s geography, history, and development	Identify activities and visual resources that provide an emerging sense of the nature of local community, Manitoba, and Canada’s geography Demonstrate knowledge of a few basic facts and words related to local and national geography, and political systems	Demonstrate a basic understanding of the geography, political system, and a few key events or persons in Manitoba’s and Canada’s historical development Begin to seek information for personal needs to develop a better understanding of the local community, Manitoba, and Canada
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 cultural heritage <i>(e.g., holidays and celebrations, music, dance, art, literature, food, and sports)</i> Identify from personal experience cultural elements of origins of diversity of the diversity of Canada’s peoples <i>(e.g., various regions, ethnicities, languages, and faith groups)</i>	Explore the historical roots of traditional and contemporary cultural activities and experiences <i>(e.g., as holidays and celebrations, music, dance, art, literature, food, and sports)</i> Explore and identify cultural and human diversity as reflected in the school and Canadian communities

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 phase, students will develop and use knowledge and understandings about global citizenship.	
Strands	Phase 1 →	Phase 2
3.3.1 Demonstrate intercultural communication	Recognize some basic intercultural differences and similarities as reflected in the classroom, school, and local community <i>(e.g., personal and cultural practices, values, behaviours, and communication patterns)</i> Begin to recognize some inclusive language and behaviours with respect to gender, race, and culture	Express a growing awareness of how culture affects communication and relationships with others <i>(e.g., concepts of family, gender roles, friendships, and respectful school and workplace relationships and communication)</i> Identify differences in beliefs and cultural values Demonstrate an interest in sharing ideas, beliefs, and cultural practices with classmates Identify and use some inclusive language with respect to gender, identity, race, and culture
3.3.2 Demonstrate interdependence and building community, problem solving, and conflict resolution	Participate cooperatively in classroom and school-wide activities	Support peers to participate cooperatively in daily classroom activities and routines


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 phase, students will develop knowledge of language learning strategies .	
Strands	Phase 1 →	Phase 2
4.1.1 Use cognitive strategies appropriately	Use cognitive strategies appropriately to enhance language learning <ul style="list-style-type: none"> with modelling and support <i>(e.g., memorize new words by repeating them silently or aloud; make personal dictionaries; group words with similar patterns)</i>	Use a variety of cognitive strategies appropriately to enhance language learning <ul style="list-style-type: none"> with support <i>(e.g., associate new words or expressions with familiar ones; derive phonic patterns from multiple examples)</i>
4.1.2 Use metacognitive strategies appropriately	Use metacognitive strategies appropriately to enhance language learning <ul style="list-style-type: none"> with modelling and support <i>(e.g., listen or read for keywords to derive general meaning)</i>	Use a variety of metacognitive strategies appropriately to enhance language learning <ul style="list-style-type: none"> with support <i>(e.g., check copied writing for accuracy; rehearse or role-play language situations)</i>
4.1.3 Use social/affective strategies appropriately	Use social and affective strategies appropriately to enhance language learning <ul style="list-style-type: none"> with modelling and support <i>(e.g., seek assistance; understand that making mistakes is a natural part of language learning)</i>	Use a variety of social and affective strategies appropriately to enhance language learning <ul style="list-style-type: none"> with support <i>(e.g., take risks with language and learning tasks; try unfamiliar tasks and approaches)</i>


Domain 4: Strategic Competency

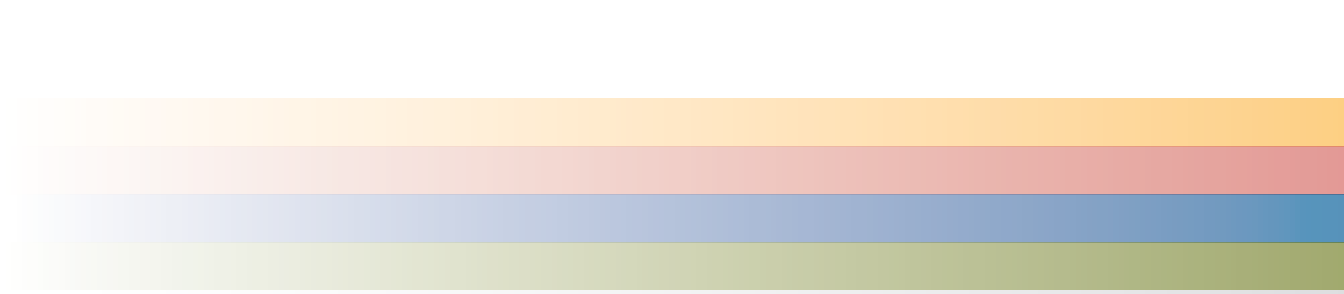
Students will develop and use a repertoire of strategies effectively to manage personal, social, and academic language learning demands, to use Canadian English, and to learn through Canadian English.

Cluster 4.2		
By the end of each phase, students will develop knowledge of language use strategies .		
Strands	Phase 1 	Phase 2
4.2.1 Demonstrate receptivity	Use reading and listening strategies appropriately to aid comprehension <ul style="list-style-type: none"> with modelling and support <i>(e.g., understand illustrations; understand words with capital letters)</i>	Use a variety of reading and listening strategies appropriately to aid comprehension <ul style="list-style-type: none"> with support <i>(e.g., understand familiar words; understand familiar gestures and intonation)</i>
4.2.2 Demonstrate productivity	Use speaking and writing strategies appropriately <ul style="list-style-type: none"> with modelling and support 	Use a variety of speaking and writing strategies appropriately <ul style="list-style-type: none"> with support <i>(e.g., experiment with familiar words and structures to express their own meaning)</i>
4.2.3 Demonstrate interactivity	Use interactive strategies appropriately <ul style="list-style-type: none"> with modelling and support <i>(e.g., indicate lack of understanding verbally or non-verbally; ask for repetition)</i>	Use a variety of interactive strategies appropriately <ul style="list-style-type: none"> with support <i>(e.g., use non-verbal cues to communicate)</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.

Cluster 4.3		
By the end of each phase, students will develop knowledge of general learning strategies.		
Strands	Phase 1 	Phase 2
4.3.1 Use cognitive strategies appropriately	Use cognitive strategies appropriately to enhance general learning <ul style="list-style-type: none"> with modelling and support <i>(e.g., connect what they already know with what they are learning)</i>	Use a variety of cognitive strategies appropriately to enhance general learning <ul style="list-style-type: none"> with support <i>(e.g., take notes; organize and review notes)</i>
4.3.2 Use metacognitive strategies appropriately	Use metacognitive strategies appropriately to enhance general learning <ul style="list-style-type: none"> with modelling and support <i>(e.g., decide to attend to the learning task)</i>	Use a variety of metacognitive strategies appropriately to enhance general learning <ul style="list-style-type: none"> with support <i>(e.g., discover how their efforts can affect their learning; manage their own physical environment)</i>
4.3.3 Use social/affective strategies appropriately	Use social and affective strategies appropriately to enhance general learning <ul style="list-style-type: none"> with modelling and support <i>(e.g., seek help from others)</i>	Use a variety of social and affective strategies appropriately to enhance general learning <ul style="list-style-type: none"> with support <i>(e.g., participate in cooperative group learning tasks)</i>



Manitoba **Grades 5 to 8** Curriculum Framework for
English as an Additional Language (EAL) and
Literacy, Academics, and Language (LAL) 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 (listening to and 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.

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.

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

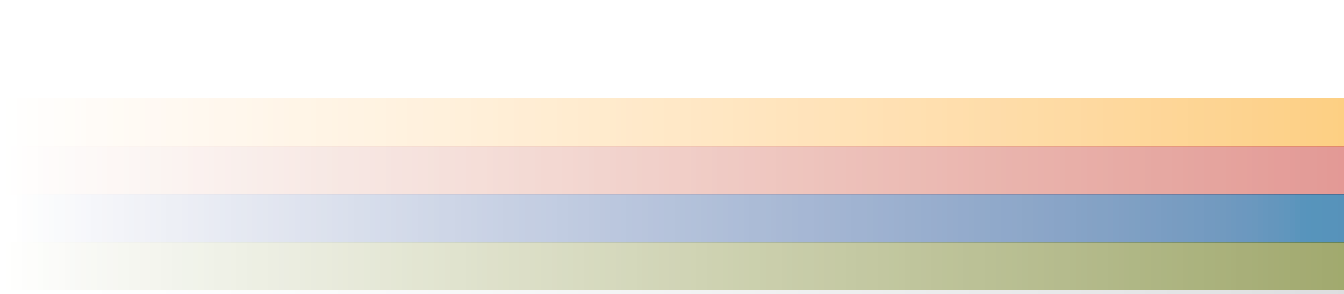
Witty or clever use of words for humour or emphasis (e.g., puns, repartee, playful pronunciations, double meanings, and nicknames).

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 **Grades 5 to 8** Curriculum Framework for
English as an Additional Language (EAL) and
Literacy, Academics, and Language (LAL) 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

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 information, 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

- Stage 1
 - Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia
- Stage 2
 - Demonstrates an understanding of the gist of a series of connected sentences (may be supported by visual aids)
- Stage 3
 - Demonstrates an understanding of main points and some details of age/grade-appropriate interactions
- Stage 4
 - Demonstrates an understanding of main points and details of age/grade-appropriate extended interactions on familiar and unfamiliar topics

Reading

- Stage 1
 - Is beginning to gain meaning from simple words, sentences, and short texts
- Stage 2
 - Gains meaning from a series of connected sentences on a familiar topic
- Stage 3
 - Demonstrates an understanding of main ideas and supporting details from reading near grade-level texts
- Stage 4
 - Comprehends the main idea and retells supporting details of grade-level texts

Speaking

- Stage 1
 - Uses non-verbal clues and responds using simple words, short phrases, or simple sentences
- Stage 2
 - Responds using short phrases or sentences during routine interactions
- Stage 3
 - Responds in complete sentences during longer and more complex interactions
- Stage 4
 - Responds in complete sentences, using an expanded repertoire of vocabulary, to effectively manage long and complex interactions with ease, using clear and comprehensible pronunciation

Writing

- Stage 1
 - Writes simple text (words, phrases)
- Stage 2
 - Writes a simple text of several interrelated ideas, using some writing conventions
- Stage 3
 - Produces text containing a series of interrelated ideas on a familiar topic, with occasional errors
- Stage 4
 - Organizes ideas to produce an extended age/grade-appropriate text containing a series of interrelated ideas

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)	Language Strategies (How will these language goals be addressed?)	Content-Area Learning Goals	Assessment of Language and Content
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 Middle 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: Mongkut Chat (Chat) Chat Date Completed: _____
(Surname) (Given) (Middle) (Day/Month/Year)

Date of Birth: _____ Age: 13 Student No.: XC000000A
(Day/Month/Year)

School: City Central School Grade: 8 Room: 12

Number of Years in Canada: 2 Overall EAL Stage (from EAL intake process): 2

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

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

Telephone and/or Email: _____

Home Language: Thai 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: Chat took some English classes in school.

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: 8
 (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.

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 Middle 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)

References

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

