

Introduction

Terminology

- **English as an additional language (EAL) learners:** Manitoba Education is using the term *English as an additional language* (EAL) to refer to English language programming for linguistically diverse learners in both K–12 and adult education. This term reflects the additive nature of learning another language, and the additive approach is particularly significant in recognizing the strengths and contributions of Manitoba’s intercultural, multilingual student population. It refers to students whose first or primary language(s) is other than English and who require specialized programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba’s school system. Students who are learning EAL are similar in some ways to students who are learning French, German, or other additional languages in immersion programs in Manitoba schools because, as they are learning their new language (English), they are using it to learn other subjects, such as mathematics, social studies, health, etc.
- **Literacy, academics, and language (LAL) learners:** This refers to learners in the Middle and Senior Years who have significantly interrupted, limited, or no prior school experience and therefore their literacy skills and school-based knowledge are well below an age-appropriate level. See the Middle Years and Senior Years documents for a more complete description of LAL learners and LAL Progressions.
- **The EAL/LAL Progressions** describe student growth in various domains of EAL/LAL learning from beginning to near age-appropriate proficiency.
- For purposes of this document, the abbreviations **EY** for **Early Years**, **MY** for **Middle Years**, and **SY** for **Senior Years** have been used to differentiate the EAL and LAL Progressions and stage learning goals at different general school levels from the grade levels used to designate content-area curriculum expectations in Manitoba.
- A **framework** is a fundamental structure used as the basis for the assumptions, concepts, principles, and practices that constitute a way of viewing EAL learners.
- **Curriculum**, in the context of students learning an additional language to use for social and academic purposes, includes the totality of what students experience in the educational process (Kelly, 2009). This holistic definition includes planned learning experiences in classrooms (e.g., “explicit curriculum”), experiences that take place outside of classrooms (e.g., extracurricular activities or “informal curriculum”), as well as the “implicit curriculum,” which is learned but not explicitly planned for (e.g., social roles). (Note: Since language and culture are inextricably connected, teachers of students learning EAL/LAL need to be aware of and acknowledge the implicit curriculum communicated within schools.)

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

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

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Definition

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

EAL Learners

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

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

EAL education should

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

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

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.

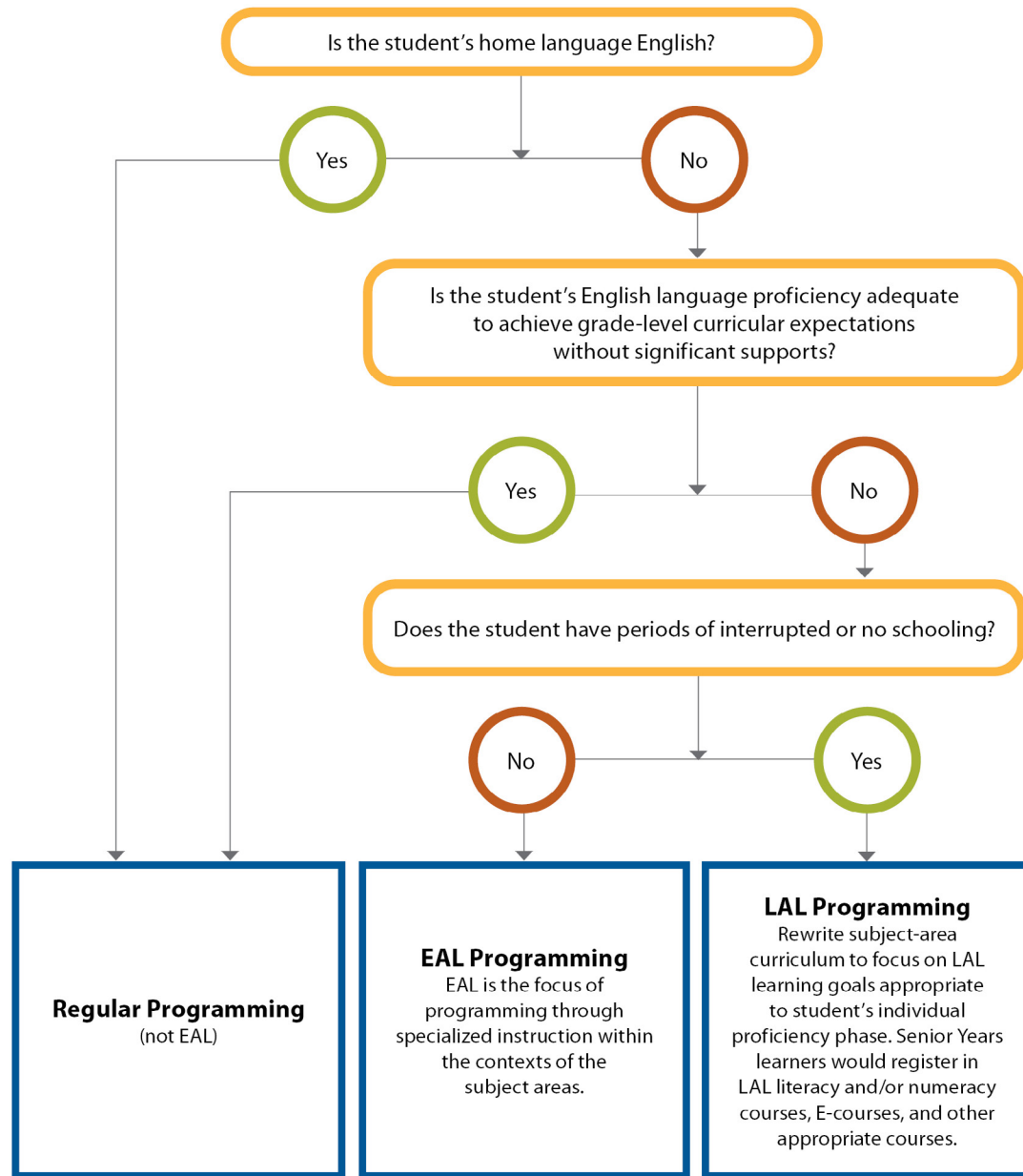
LAL Learners

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.

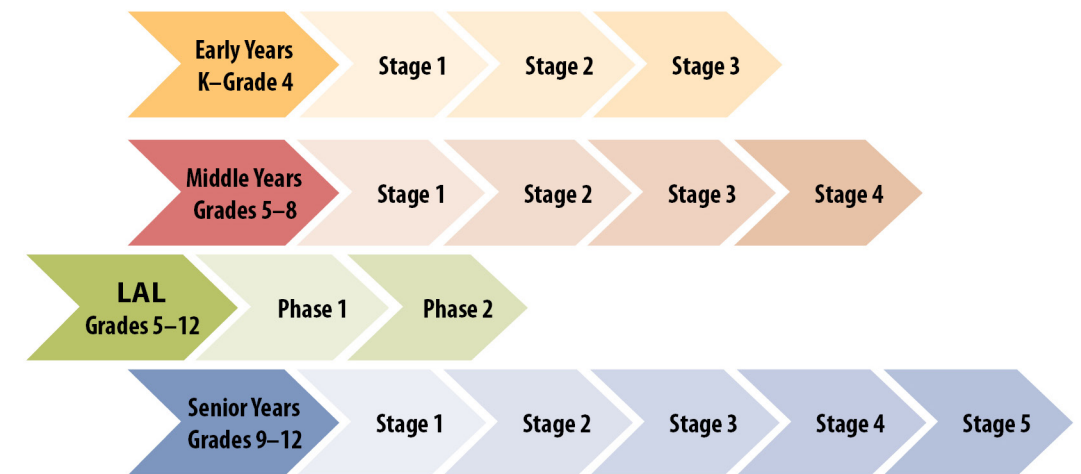


Figure 1: Stages and Phases

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