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 *a. Demonstrate understanding of pronunciation (phonemic awareness)*	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 • as expected at the student's age
1.1.1 Use sound and symbol systems appropriately *b. Demonstrate understanding of symbol system (phonological awareness)*	Identify and name letters of the English alphabet Use some elements of the sound-symbol system in oral and written situations • with modelling *(e.g., copy letters and works encountered in the child's environment)*	Use all elements of the sound-symbol system • 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 • 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 • 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 • in familiar contexts (See suggested topics on the next page.)	Know and use a developing repertoire of words and phrases • in familiar classroom, academic, and social contexts (See suggested topics on the next page.)	Know and use a developing repertoire of words and phrases • 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 • 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 • with modelling and support • in familiar social and classroom contexts *(e.g., I am 12 vs. I have 12 or me vs. I)* (At this stage, frequent errors may impede meaning.)	Experiment with a developing range of basic English structures to express their own ideas • with support • in familiar social and classroom contexts *(e.g., I don't bring homework to school.)* (At this stage, frequent errors may impede meaning.)	Interact effectively in most social situations • 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 • 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 • with modelling *(e.g., copy sentence with word spacing)*	Recognize and use basic English mechanical features • in structured situations *(e.g., attempt to indent for a paragraph)*	Use basic English mechanical features • 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 • 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 • in structured situations Explore their use for effect *(e.g., "I think…"; "First…then…": fill in a graphic organizer)*	Use basic English discourse features • 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 • in a range of grade-level texts Apply these features for effect • with limited support *(e.g., use cue words such as "however" and "although" for contrast)*

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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

Stage 1

Basic Interpersonal Communication Skills (BICS):
- People around me
  - greetings
  - basic personal information (name, address, phone number, email)
- People and their physical characteristics
  - the human body
  - basic health and hygiene
  - simple personal actions
  - clothing
  - colours
  - common emotions
- Activities
  - daily routines/activities
  - foods and meals
  - favourite pastimes
  - celebrations: personal and cultural
- Weather and seasons
  - activities for seasons
  - clothing and safety
- Home
  - basic types of housing
  - rooms and furnishings
- Classroom and school
  - essential school supplies
  - simple actions/routines
  - core subjects
  - school schedules
  - building facilities
  - classroom furnishings
  - safety/health
  - assignments, assessments, report cards
- Career education
  - common general occupations and professions
- Community
  - addresses
  - public places
  - public transportation
  - directions
  - essential shopping
  - animals and plants

Cognitive Academic Language Proficiency (CALP)
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):
- 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
  - symbols
  - Manitoba places relevant to students
  - basic landforms relevant to students

Stage 2

Basic Interpersonal Communication Skills (BICS):
- People around me
  - personality traits
  - friendships
  - relationships
- Classroom and school
  - tasks, assignments, assessments, reporting
  - participating in the school community: extracurricular activities, clubs, teams, volunteer activities, field trips, school events
- Community
  - 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
  - more specific occupations and professions
  - settings and duties
- Arts and entertainment
  - common genres
  - artists
  - musical instruments
  - fashions and trend
  - performing and visual arts
  - storytelling
- Communications technology
  - media types
  - computer software
- Canada and Canadian culture

Cognitive Academic Language Proficiency (CALP)

- 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

Stage 3

Basic Interpersonal Communication Skills (BICS), including group interaction and citizenship:
- Expansion of topics introduced in Stages 1 and 2, plus
- Student needs and interests, including
  - time management
  - personal habits, stress management
  - popular culture
  - recreation

Cognitive Academic Language Proficiency (CALP)
- 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

Stage 4

Basic Interpersonal Communication Skills (BICS), related to student needs and interests:
- Expansion of topics introduced in Stages 1 to 3
- Personal inventories *(e.g., learning styles, career interests, as appropriate to grade-level)*

Cognitive Academic Language Proficiency (CALP)
- 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	Listen to and understand basic words, word clusters, and sentences • with visual aids such as gestures, role-playing/acting out, pictures, realia, or other representations • in familiar classroom routines and social contexts	Listen to and understand the main idea of an oral or multimedia presentation or discussion • 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	Listen to and understand the main idea and key points and some details of a short oral presentation or discussion, or a multimedia presentation • on a variety of familiar and unfamiliar topics • in structured and unstructured situations	Understand main idea and key points and supporting details for extended oral discussions and presentations, and media presentations • on familiar and unfamiliar topics • in unstructured situations
1.2.2 Speak and represent	Produce and present orally meaningful phrases, common social formulas, and basic sentences • in structured, familiar situations • with or without visual aids such as gestures, role-playing/acting out, pictures, realia, multimedia, or other representations	Produce and present a short oral presentation • 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 Express meaning spontaneously	Produce and present a short presentation • 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	Demonstrating a sense of audience, produce, present, and elaborate on thoughts and ideas • 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	Recognize and understand basic words, sentences, or short texts • previously introduced orally • supported with pictures, repetition, or patterns • in structured situations	Comprehend a series of interrelated ideas • 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	Comprehend the main idea and some details of a portion of a narrative and factual text • with preparation and support • on topics of personal interest and teacher-selected subject areas • with visual aids to support key abstract ideas	Comprehend the main ideas and supporting details of a variety of grade-level texts • 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	Write simple texts (words, phrases, and short sentences) based on memorized expressions and sentences practised orally • with extensive modelling and/or support • on familiar topics with or without simple representations to aid communication *(e.g., an account of the student's daily routine, supported by stick-figure drawings or clip art)*	Produce a simple text of several interrelated ideas using some writing conventions • with support in modelled situations • on a familiar topic • in structured situations • with or without simple representations to aid communication *(e.g., with sentence or paragraph frames, write a thank-you note; complete an application form; fill in a T-chart)*	Produce guided or spontaneous text containing a series of interrelated ideas • dealing with familiar personal and academic topics • with or without simple representations to aid communication *(e.g., use a template to write a reading response)*	Organize and develop coherent and effective extended texts • 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 *(e.g., a short story, a biography of a famous person)*
1.2.5 Demonstrate interactive fluency	Respond appropriately to basic personal questions Engage in short classroom or social interactions, using memorized phrases or simple sentences Indicate understanding or lack of understanding with gestures or short phrases	Begin to initiate interactions and respond to questions on familiar topics Manage simple, routine interactions with minimal difficulty, asking for repetition or clarification when necessary	Manage longer and more complex social and classroom interactions with some ease • in familiar personal and classroom settings • using several strategies to sustain conversation when necessary	Manage long and complex interactions effectively and with ease • for a variety of purposes expected at age/grade level • with little need for repetition or clarification

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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 • as used in their environment *(e.g., among peers, teacher to student)*	Experiment with formal and informal uses of language • in familiar contexts *(e.g., "buddy" vs. "friend")*	Explore formal and informal uses of language • 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 *(e.g., intonation, emotion)*	Recognize influences resulting in variations in language *(e.g., text messaging)*	Identify some common regional or other variations in language
1.3.4 Use social conventions appropriately	Use basic social expressions appropriate to the classroom *(e.g., "Mr. Smith, excuse me, please.")*	Recognize and use verbal behaviours that are considered polite and impolite	Understand the use of familiar social conventions encountered in oral and written texts *(e.g., common euphemisms)*	Use appropriate politeness conventions in a variety of contexts *(e.g., how to interrupt a conversation)*
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 *(e.g., raise hand in class)*	Recognize and begin to use appropriate non-verbal behaviours • with frequently encountered people *(e.g., interpersonal space and physical contact)*	Experiment with appropriate non-verbal communication techniques • in a variety of contexts	Interpret and use with some consistency a variety of non-verbal communication techniques • 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 • 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 • with guidance *(e.g., using words like "first," "second," and "in the morning"; using pronouns)*	Organize texts of two or three paragraphs, using common patterns *(e.g., cause and effect, straightforward time sequencing, steps in a procedure)* Interpret simple cohesive devices within texts Use simple cohesive devices *(e.g., conjunctions and synonyms)*	Produce coherent text of several paragraphs, using cohesive devices as appropriate to grade level *(e.g., conjunctions, articles, and substitutions)*
1.4.2 Use text forms	Recognize some common oral, written, and digital text types *(e.g., lists, invitations, messages, instructions, announcements, parental consent form)* Follow a model to produce simple text forms *(e.g., map, survey, daily personal schedule)*	Recognize and use a range of simple oral, written, and digital text forms • with support *(e.g., menu, advertisement, table of contents, thank-you note, bus schedule, blogs, emails)*	Recognize and use a variety of text forms • with support in unfamiliar contexts *(e.g., folk tale/fable, newspaper article, instructions for a game, website)*	Recognize and use a variety of familiar text forms in their own productions *(e.g., recipe, comic strip, letter, radio or television report, article, computer presentation)* 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 *(e.g., question-answer, greeting-response, invitation-accept/decline)*	Initiate interactions and respond using simple social interaction patterns in one-to-one situations *(e.g., request-acceptance/refusal of social invitations; buying a drink at a convenience store)*	Combine simple social interaction patterns to perform everyday interactions, in small or larger groups *(e.g., invitations-acceptance/refusal with explanation, on the playing field, school-office interactions)*	Use appropriate social interaction patterns in a variety of age-/grade-level social and classroom settings *(e.g., actively participate in group discussion of a new topic)*

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 *a. Share ideas, thoughts, opinions, and preferences*	Express simple preferences in single words or short phrases Express a simple personal response *(e.g., respond to a song or story)*	Identify favourite people, places, or things 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 *(e.g., keep a journal of ideas for stories)*	Express opinions and provide details to support their opinion *(e.g., reporting on an activity outside the classroom)* Distinguish fact from opinion
2.1.1 Express emotions and personal perspectives *b. Share emotions and feelings*	Respond to and express basic emotions and feelings • in familiar contexts • with modelling and support • with pictures, single words, or phrases *(e.g., pleasure, happiness, "I am … [plus adjective]")*	Identify, express, and respond to a variety of emotions and feelings • in familiar contexts • with support *(e.g., love, sadness, surprise, fear)* Record and share personal experiences involving an emotion or feeling	Inquire about, express, and respond to emotions and feelings of self and others • 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 *(e.g., classroom debate)* Express and respond to emotions and feelings • in informal and formal situations *(e.g., personal and school relationships)* • in familiar and unfamiliar contexts
2.1.2 Use language for imaginative purposes and personal enjoyment *a. Express humour/fun*	Identify words or situations that are personally humorous • verbally or nonverbally	Use English for fun and to interpret humour in familiar contexts	Use English for fun and to interpret and express humour • in familiar contexts	Interpret and express humour appropriately in a variety of contexts Begin to identify subtle forms of humour *(e.g., irony, wordplay)*
2.1.2 Use language for imaginative purposes and personal enjoyment *b. Use language for creative/aesthetic purposes and personal enjoyment*	Participate in creative and aesthetic language activities Use English for personal enjoyment *(e.g., listen to a favourite song)*	Attempt to use English creatively and for aesthetic purposes *(e.g., to experiment with the sounds and rhythms of the English in oral and written texts)*	Explore and identify the use of English creatively and for aesthetic purposes in a variety of familiar and basic academic texts *(e.g., patterned poem: a multimedia presentation on a familiar topic)*	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 *a. Solve problems*	Observe and experience problem-solving situations • in the classroom *(e.g., interpersonal relationships, learning activities)*	Report simple problems and participate in problem-solving situations • in familiar settings • with guidance *(e.g., "my locker won't open"; "he forgot his lunch"; the man [in the story] lost his money")*	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 *b. Explore opinions and values*	Listen to and attempt to understand opinions expressed by others • in familiar social and classroom settings	Respond to ideas and products of peers *(e.g., using structured peer feedback form)*	Begin to distinguish fact from opinion using language cues • in social and academic contexts	Begin to identify uses of language that express bias, stereotyping, and discrimination • in social and classroom contexts *(e.g., racism)*

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 • 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 • on familiar topics • in structured situations Describe basic characteristics of familiar people, places, and things Record essential information in a graphic organizer • with guidance *(e.g., complete a T-chart, Venn diagram)*	Ask for and provide some detailed information • on a range of familiar topics Describe people, places, things, and series or sequences of events or actions • in academic contexts Record the main ideas of a short, structured oral or written text into a note-taking format or a graphic organizer • with support	Provide detailed information on several aspects of an academic topic • 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 • 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 • in familiar contexts	Give and respond to suggestions, advice, and warnings • 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 • 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 • 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 *a. Transfer prior academic and subject-area knowledge, concepts, and skills*	Begin to connect prior learning with basic concepts and skills for foundational academic purposes • with the support of visuals, realia, and/or their first language	Draw on prior learning for a limited range of basic academic tasks • 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 • consciously and consistently
2.3.1 Express themselves in a variety of academic contexts and for a variety of academic purposes *b. Acquire new knowledge, concepts, and skills (for the subject areas) in English*	Attempt to add new knowledge, concepts, and skills to prior learning for foundational academic purposes • 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 • 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 • 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 • 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 *a. Transfer prior knowledge, concepts, and skills*	Draw on prior learning for a developing range of tasks for everyday communication • with the support of visuals, realia, and/or their first language	Draw on prior learning for a developing range of tasks for everyday communication • 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 • consciously and consistently
2.3.2 Express themselves in a variety of non-academic contexts and for a variety of non-academic purposes *b. Acquire new knowledge, concepts, and skills*	Attempt to add new knowledge and skills for communication and participation in the community • 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 • 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 • effectively and appropriately	Draw on new knowledge and skills to enhance everyday communication and participation in the community • 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	Begin to identify similarities and differences between English and prior languages learned Begin to identify similarities and differences between their own cultural practices and those that are reflected in the class, school, and local community cultures	Recognize and share with others information concerning similarities and differences between their first language and English, or other languages Recognize and share with others information concerning similarities and differences between their cultural heritage and other cultures they have encountered Draw on prior languages and learning for personal, academic, and social learning and communication	Continue to draw on their prior languages and learning to enhance their personal, academic, and social learning and communication Continue to draw on their cultural knowledge and learning to enhance their personal, academic, and social learning and communication	Explore opportunities to use their first or prior languages for personal and educational purposes Explore opportunities to use their knowledge of their cultural heritage for personal, educational, and career purposes
3.1.2 Value diversity	Participate in activities and experiences that involve people of diverse backgrounds and reflect elements of different cultures	Collaborate with other learners of diverse backgrounds and interests Begin to identify the value of different languages, cultures, and other forms of diversity	Recognize the value of other perspectives, languages, and cultures to enhance learning for personal or social purposes Explore diversity and similarities in the classroom, school, and local community	Draw on different perspectives and diverse experiences to enhance learning, problem solving, and communication Reflect on the personal significance of diversity in the classroom, school, and local community
3.1.3 Explore personal, academic, and future opportunities	Demonstrate an interest in learning English and participating in class and school events	Identify personal ways of using knowledge of the English language and Canadian culture	Identify the value of knowing more than one language and being multicultural in the class, school, and community	Explore and identify opportunities for using multilingual and multicultural skills for personal, academic, and career purposes

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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	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 Know and begin to express opinions on how key issues and developments have shaped contemporary Canadian society Recognize and reflect on Canada's contributions to current world events
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 *(e.g., holidays and celebrations, music, dance, art, literature, and food)* Experience cultural elements of diverse origins that reflect the diversity of Canada's peoples *(e.g., regions, ethnicities, languages, and faith groups)*	Explore the historical roots of Indigenous cultures, minority cultures, and dominant Canadian cultural heritage, activities, and experiences *(e.g., holidays and celebrations, music, dance, art, literature, and food)* Explore and identify cultural and other forms of human diversity as reflected in the school, local, and broader community	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 *(e.g., politics, first and subsequent peoples, human rights, law, arts, media, and other areas of interest)*

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	Begin to be aware of and recognize some similarities and differences in cultural characteristics, behaviours, and communication patterns • as reflected in the classroom, school, and local community	Begin to demonstrate some awareness of how culture affects communication and relationships with others • in the classroom, school, and local community Recognize that the same "ordinary" behaviour can have different meanings in different cultures *(e.g., snapping fingers at someone)*	Demonstrate developing awareness of different communication patterns and perspectives Demonstrate growing ability to communicate effectively with individuals from different backgrounds • in the classroom, school, and local community Identify how the same values may be reflected in different behavioural patterns based on culture	Demonstrate understanding of and appreciation for cultural similarities and differences, and demonstrate flexibility and openness to different perspectives, belief systems, and patterns of behaviour
3.3.2 Demonstrate interdependence and building community, problem solving, and conflict resolution	As compatible with family beliefs, participate and cooperate in classroom and school activities • while seeking help in dealing with conflict with others • with support	Participate cooperatively and positively in daily classroom duties, and support peers and classmates • while seeking help to resolve conflicts	Demonstrate a willingness and ability to cooperate and work with others in a mutually respectful manner • in the classroom and school • by addressing and resolving conflicts positively	Provide positive contributions and leadership • in the school and/or community Recognize and appreciate the contributions of different individuals, groups, and events to local, national, and global social issues • by addressing and resolving conflicts positively

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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 • with modelling and support *(e.g., memorize new words by repeating them silently or aloud; make personal dictionaries; recognize cognates)*	Use a variety of simple cognitive strategies to enhance language learning • with support *(e.g., associate new words or expressions with familiar ones; identify and use cognates)*	Identify and use a variety of cognitive strategies to enhance language learning • with occasional support *(e.g., group together sets of things with similar characteristics; find and apply information, using reference materials such as dictionaries, textbooks, and grammar)*	Select and use appropriate cognitive strategies to enhance language learning • in a variety of situations *(e.g., use word maps or other graphic representations)*
4.1.2 Use metacognitive strategies appropriately	Use simple metacognitive strategies to enhance language learning • with modelling and support *(e.g., listen or read for keywords to derive general meaning)*	Use a variety of simple metacognitive strategies to enhance language learning • with support *(e.g., check copied writing for accuracy; rehearse or role-play language situations)*	Identify and use a variety of metacognitive strategies to enhance language learning • with occasional support *(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)*	Select and use appropriate metacognitive strategies to enhance language learning *(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)*
4.1.3 Use social/affective strategies appropriately	Use simple social and affective strategies to enhance language learning • with modelling and support *(e.g., seek assistance; understand that making mistakes is a natural part of language learning)*	Use a variety of simple social and affective strategies to enhance language learning • with support *(e.g., take risks with language and learning tasks; work with an English-speaking language buddy)*	Identify and use a variety of social and affective strategies to enhance language learning • with occasional support *(e.g., work with others to solve problems; get feedback on tasks; work cooperatively with peers in small groups)*	Select and use appropriate social and affective strategies to enhance language learning *(e.g., experiment with various forms of expression; brainstorm; reread familiar self-chosen texts; work with others to solve problems, get feedback on tasks)*

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 • with modelling and support *(e.g., use illustrations; use cognates; use words with capitals)*	Use a variety of simple reading and listening strategies to aid comprehension • with support *(e.g., use familiar words; use gestures and intonation)*	Identify and use a variety of reading and listening strategies to aid comprehension • with occasional support *(e.g., make inferences based on prior knowledge and experience; make inferences based on contextual clues)*	Select and use a variety of appropriate reading and listening strategies *(e.g., use key content words or discourse markers to follow an extended text; skim, scan, reread)*
4.2.2 Demonstrate productivity	Use simple speaking and writing strategies to aid comprehension • with modelling and support *(e.g., mimic what others say or write; use first language to fill in unknown words)*	Use a variety of simple speaking and writing strategies • with support *(e.g., experiment with familiar words and structures to express their own meaning)*	Identify and use a variety of speaking and writing strategies • with occasional support *(e.g., compensate for avoiding difficult structures by rephrasing; apply grammar rules to improve accuracy)*	Select and use a variety of appropriate speaking and writing strategies *(e.g., experiment with multiple ways of expressing meaning; use a variety of resources to correct texts)*
4.2.3 Demonstrate interactivity	Use simple interactive strategies • with modelling and support *(e.g., indicate lack of understanding verbally or non-verbally)*	Use a variety of simple interactive strategies • with support *(e.g., ask for repetition)*	Identify and use a variety of interactive strategies • with occasional support *(e.g., ask for clarification; use other speakers' words)*	Select and use a variety of appropriate interactive strategies *(e.g., use fillers, hesitation devices, and gambits; sustain conversations by requesting further details; start again, using a different tactic when communication breaks down)*

Domain 4: Strategic Competency

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

Cluster 4.3	By the end of each stage, students will be able to use English to **develop knowledge of general learning strategies**.			
Strands	**Stage 1** ➤	**Stage 2** ➤	**Stage 3** ➤	**Stage 4**
4.3.1 Use cognitive strategies appropriately	Use simple cognitive strategies to enhance general learning • 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 • with support *(e.g., take notes; organize and review notes)*	Identify and use a variety of cognitive strategies to enhance general learning *(e.g., make a poem)* Identify own needs • with occasional support	Select and use appropriate cognitive strategies to enhance general learning Seek information using a network of sources • while formulating key questions to guide inquiry
4.3.2 Use metacognitive strategies appropriately	Use simple metacognitive strategies to enhance general learning • with modelling and support *(e.g., decide to attend to the learning task; manage their own physical working environment)*	Use a variety of simple metacognitive strategies to enhance general learning • with support *(e.g., discover how their efforts can affect their learning)*	Identify and use a variety of metacognitive strategies to enhance general learning • with occasional support *(e.g., develop criteria for evaluating their own work)*	Select and use appropriate metacognitive strategies to enhance general learning *(e.g., take responsibility for planning, monitoring, and evaluating learning experiences; reflect upon their own thinking processes and how they learn)*
4.3.3 Use social/affective strategies appropriately	Use simple social and affective strategies to enhance general learning • with modelling and support *(e.g., seek help from others)*	Use a variety of simple social and affective strategies to enhance general learning • with support *(e.g., participate in cooperative group learning tasks)*	Identify and use a variety of social and affective strategies to enhance general learning • with occasional support *(e.g., encourage themselves to try even though they might make mistakes; use support strategies to help peers persevere at learning tasks)*	Select and use appropriate social and affective strategies to enhance general learning *(e.g., take risks; try unfamiliar tasks and approaches; take part in group problem-solving processes)*