


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	<p>Interpret simple words, word clusters, or simple sentences</p> <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 	<p>Listen and understand the main points of an oral presentation or interaction</p> <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	<p>Express simple ideas using keywords, short phrases, and short sentences</p> <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 	<p>Express meaning through short oral presentations or interactions</p> <ul style="list-style-type: none"> spontaneously and/or with support on a familiar topic or supported unfamiliar routines in structured situations <p>Produce a short oral presentation</p> <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	<p>Begin to recognize and gain meaning from simple words and sentences</p> <ul style="list-style-type: none"> with extensive modelling and guidance on a familiar topic with pictures, repetition, and patterns 	<p>Read and gain meaning from a series of connected sentences</p> <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	<p>Write simple words, phrases, and sentences drawing on their oral repertoire</p> <ul style="list-style-type: none"> with extensive modelling and/or support on familiar topics or events with or without simple representations <p>(e.g., drawings to aid communication)</p>	<p>Produce a range of simple and familiar texts</p> <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	<p>Respond appropriately to basic personal questions</p> <ul style="list-style-type: none"> using phrases or simple sentences <p>Engage in short classroom or social interactions</p> <ul style="list-style-type: none"> using phrases or simple sentences <p>Use gestures or short phrases to indicate understanding or a lack of understanding</p> <p>Observe and experience English-speaking peers' discussions</p>	<p>Initiate interactions and respond to questions</p> <ul style="list-style-type: none"> on familiar topics <p>Manage simple, routine interactions, asking for repetition or clarification when necessary</p> <ul style="list-style-type: none"> with relative ease <p>Respond appropriately to English-speaking peers</p>


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>