



Manitoba **Grades 9 to 12** Curriculum Framework for  
**English as an Additional Language (EAL)** and  
**Literacy, Academics, and Language (LAL)** Programming

## **Appendices**

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# Appendix A

## Orientation Checklist

Student's Name: \_\_\_\_\_  
(Surname) (Given) (Middle)

Date \_\_\_\_\_  
(Day/Month/Year)

- Obtain family and previous school documents required for the student's registration, and make copies of them to start the student's cumulative file, such as the following:
  - Passport—copy page with photo identification
  - Permanent resident card or a visa
  - Prior school records (e.g., report cards, transcripts), if available
- Make an appointment for the family to meet with a school representative (perhaps with an interpreter) for an initial meeting. Provide the family with written confirmation of this meeting (date of interview, time, location, and with whom the meeting will take place). Complete the Initial Meeting Form at this meeting.
- Assist the family to complete the school registration form, with assistance from an interpreter if needed. Help them fill out other required documents/forms (e.g., regarding computer use, media release, [Unified Referral and Intake System](#) [URIS], field trips, lunch hour).
- Provide the family with the following information in a comprehensible way (if possible, also provide a simplified written document that the family can review later):
  - Basic information about the school/community, including
    - Names of the principal/vice-principal, EAL/resource teacher, classroom teacher(s), and so on
    - Telephone numbers/contact information for the school, relevant community organization(s), interpreter services, and so on
    - Description of support services available from the school and the school division
  - Structure of the school day and school year, including
    - Timetable and six-day cycle
    - Early dismissal
    - Lunch breaks (location, time, procedures, expectations)
    - Recess/breaks (purpose, time, activities)
    - Long weekends and professional learning days
  - Common school information, including
    - Expectations regarding absences from school and late arrivals to school, and how to report them
    - School norms and rules (e.g., Code of Conduct, dress code, school safety, playground rules, emergency procedures and drills)
    - Roles and responsibilities of parents/guardians/family
    - Student report cards (including the E-designation for courses) and parent-teacher conferences
    - Needed school supplies and clothing for physical education classes
    - Winter clothing and weather precautions

- Provide a school tour. If possible, provide a student buddy for social and language support during the tour. On the school tour, include
  - Location of the classroom, office, resource room, and places students need to go in the school (e.g., gymnasium, art room, music room)
  - Location of washrooms and how to ask to go to the washroom

**Note:** New EAL students may need assistance in finding the various locations at the school several times until they are more familiar with their surroundings. They may need to be taught how to operate a toilet, faucets (especially the hot water feature), hand dryer, water fountain, and so on.

  - Location of physical education change rooms (including location of a private space, if requested)
  - Introductions to the student's teachers
  - Place to go if the student is lost or feels uneasy
  - Names of a few adults (e.g., library staff, educational assistants [EAs], custodian) who may be helpful to the new student
  - Location of sibling(s)' classroom(s)
  - Opening and closing/locking of lockers
  - Places for school drop-off and pick-up (meeting family, taking bus, walking)
- On the first day of school:
  - Have a resource teacher, classroom teacher, administrator, EA, or support worker meet the student and/or family at a pre-arranged time and place.
  - Tell the family where and when to pick up and drop off the student.
  - Walk to class with the student, reintroduce the student to the teacher, and help set up a student buddy.
  - Check how the student is doing during the day.
- Complete the necessary administrative tasks according to school/school division policies. This may include the following tasks:
  - Create an appropriate timetable for the student.
  - Share information placed in the new student's cumulative file.
  - Request computer access for the student.
  - Create an EAL student-specific learning plan and share it with teachers.
  - Notify the settlement services team about the new family, if applicable.
  - Other: \_\_\_\_\_
- Complete the English language and mathematics skills inventories with the student at an appropriate time.
- Provide information for the Senior Years student, including
  - Credit system and E-designated course credits
  - Course choices (compulsory and optional courses)
  - Graduation requirements and alternative pathways (e.g., Mature Student High School Diploma, extended time at high school)

**Note:** Information from the English language and mathematics skills inventories is necessary to inform the discussion about the appropriate starting grade level in Canada and the potential graduation timeline.

# Appendix B

## Initial Meeting Form

### Personal Information

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Surname) (Given) (Middle) (Day/Month/Year)

Name to Be Used in School: \_\_\_\_\_ Gender:  Male  Female  Other \_\_\_\_\_

Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Country of Birth: \_\_\_\_\_  
(Day/Month/Year)

Date Arrived in Canada: \_\_\_\_\_ Date Arrived in Manitoba: \_\_\_\_\_  
(Day/Month/Year) (Day/Month/Year)

Parent/Guardian/Family Member's Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Parent/Guardian/Family Member's Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Primary Contact (Whom should the school try to contact first?):  
 Name: \_\_\_\_\_ Telephone Number/Email: \_\_\_\_\_

### Family Information

Student currently lives with: \_\_\_\_\_

### Sibling(s)

Name of Sibling	Gender	Age	School

Are there any cultural/religious/spiritual/food/etc. accommodations of which the school should be aware?  
 If yes, specify:  
 \_\_\_\_\_  
 \_\_\_\_\_

### Previous Residency

List other communities/countries of residence (in order of migration from first to most recent).

Location	Length of Stay
1. _____	
2. _____	
3. _____	

## Linguistic Profile

Language(s) currently spoken at home (in order of dominance):  
 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

### Student

Language	Level of Proficiency (None, Some, Fluent)			
	Understands	Speaks	Reads	Writes

Parent/Guardian/Family Member \_\_\_\_\_

Language	Level of Proficiency (None, Some, Fluent)			
	Understands	Speaks	Reads	Writes

Parent/Guardian/Family Member \_\_\_\_\_

Language	Level of Proficiency (None, Some, Fluent)			
	Understands	Speaks	Reads	Writes

Is an interpreter required when the school communicates with the parent(s)/guardian(s)/family?  
 Oral Communication:  Yes (Language of Choice: \_\_\_\_\_)  No  
 Written Communication:  Yes (Language of Choice: \_\_\_\_\_)  No

For the Early Years student, in any language:  
 Is the student read to at home?  Never  Sometimes  Frequently  
 Does the student read at home?  Never  Sometimes  Frequently

### Educational History

Has the student attended school?  Yes  No

If yes: Age at Entering First School: \_\_\_\_\_ Total Years of Prior Schooling: \_\_\_\_\_

Community/Country	Dates (from-to)	Type of School*	Grade(s)/Level(s)	Language(s) of Instruction

\*Public / Private / First Nations (Independent) / Refugee Camp / Rural / Urban / Home Schooled / Technical / Vocational / Academic

Report Cards/Records/Samples of Work from Previous School(s):

Copies Attached  Translated?  Yes  No

School Attendance:  Regular  Irregular  Lengthy Disruption: \_\_\_\_\_  
(specify length of disruption)

Reason for Irregular/Disrupted Attendance: \_\_\_\_\_

Overall School Performance:  Below Age Appropriate  At Age Appropriate  Above Age Appropriate

Does the student have any learning problems or difficulties?  Yes  No

If yes, explain: \_\_\_\_\_

Previous Instruction in English: Number of Hours Per Week: \_\_\_\_\_ Number of Years: \_\_\_\_\_

Emphasis on:  Listening  Speaking  Reading  Writing

Previous Instruction in French: Number of Hours Per Week: \_\_\_\_\_ Number of Years: \_\_\_\_\_

Emphasis on:  Listening  Speaking  Reading  Writing

### Student Interests/Strengths

What is(are) your favourite subject(s)? \_\_\_\_\_

What do you like to do after school? (e.g., hobbies, interests, activities, sports, music, art) \_\_\_\_\_

Would you like to share any other experiences? (e.g., babysitting, selling in a market, farming, fishing) \_\_\_\_\_

For the Senior Years student:

What are your future career goals? \_\_\_\_\_

Did you work prior to coming to Canada?  Yes  No If yes, explain: \_\_\_\_\_

Will you look for a job in Canada?  Yes  No If yes, explain: \_\_\_\_\_

Do you have a cell phone that can be used for translation?  Yes  No

Have you ever used computers?  Yes  No If yes, explain: \_\_\_\_\_

### Medical Information

Has the student had medical problems in the past?  Yes  No

If yes, explain: \_\_\_\_\_

Does the student have any allergies?  Yes  No

If yes, describe: \_\_\_\_\_

Does the student wear glasses?  Yes  No

For Early Years student: At what age did the student begin to speak? \_\_\_\_\_ walk? \_\_\_\_\_

**Note:** Check the [Unified Referral and Intake System](#) (URIS) form for any medical conditions the student has or any medications the student is taking.

### Current Legal Status in Canada (check one)

Canadian Citizen:  Born in Canada  Naturalized on Date: \_\_\_\_\_  
(Day/Month/Year)

Permanent Resident:  Individual  Family Class  Government-Assisted Refugee  
 Privately Sponsored Refugee

Refugee Claimant

Visa:  Study Permit  Work Permit  Other (specify): \_\_\_\_\_ Expiry Date: \_\_\_\_\_  
(Day/Month/Year)

Other (explain): \_\_\_\_\_

### For Office Use Only

EAL Program  Regular Program with EAL Adaptations  Regular Program  Other: \_\_\_\_\_

Placement Grade: \_\_\_\_\_ Start Date: \_\_\_\_\_  
(Day/Month/Year)

Last Grade Completed: \_\_\_\_\_ Canadian Grade Equivalent: \_\_\_\_\_ Current Age-Appropriate Grade: \_\_\_\_\_

**Newcomer Assessment Field Code** (check one):

**Code 10:** At grade level  **Code 20:** 1 to 2 years below grade level

**Code 30:** 3 or more years below grade level  **Code 40:** No formal school  **Code 50:** Not assessed

Interviewer's Name: \_\_\_\_\_ Interview Date: \_\_\_\_\_  
(Day/Month/Year)

Location: \_\_\_\_\_

Interpreter's Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

This personal and personal health information is being collected under the authority of *The Public Schools Act* for purposes related to the provision of educational programming and/or services supporting the student's educational progress. It is protected by the Protection of Privacy provisions of *The Freedom of Information and Protection of Privacy Act* (Manitoba) and/or *The Personal Health Information Act* (Manitoba). **If you have any questions about the collection of information, please contact your school principal.**

Administrator's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

# Appendix C

## Summary of EAL Stage Indicators

Student's Name: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_  
(Day/Month/Year)

School: \_\_\_\_\_ Newcomer Code: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_  
(Day/Month/Year)

EAL Stage (select the lowest stage for programming): \_\_\_\_\_

### Stage Indicators

Determine the student's English language skills (listening, speaking, reading, and writing) by completing the inventories on the following pages. Upon the completion of each inventory, check the stage at which the student is working in each of the skill areas, using the stage indicators below.

#### Listening

- Stage 1
  - Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia

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- Stage 2
  - Demonstrates an understanding of the gist of a series of connected sentences (may be supported by visual aids)

---

- Stage 3
  - Demonstrates an understanding of main points and some details of age/grade-appropriate interactions

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- Stage 4
  - Demonstrates an understanding of main points and details of age/grade-appropriate extended interactions

---

- Stage 5
  - Demonstrates an understanding of main points and all supporting details to an age/grade-appropriate level

#### Reading

- Stage 1
  - Is beginning to gain meaning from simple words, sentences, and short texts

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- Stage 2
  - Gains meaning from a series of connected sentences on a familiar topic

---

- Stage 3
  - Demonstrates an understanding of main ideas and some details from reading a straightforward text

---

- Stage 4
  - Demonstrates an understanding of main ideas and supporting details from reading near grade-level texts

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- Stage 5
  - Comprehends the main idea and supporting details of grade-level text with minimal support

#### Speaking

- Stage 1
  - Uses non-verbal clues and responds using simple words, short phrases, or simple sentences

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- Stage 2
  - Responds using short phrases or sentences during routine interactions

---

- Stage 3
  - Responds in complete sentences during longer and more complex interactions

---

- Stage 4
  - Responds in complete sentences, using an expanded repertoire of vocabulary, to effectively manage long and complex interactions with ease

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- Stage 5
  - Responds in complete sentences, using a wide repertoire of age/grade-appropriate vocabulary and idiomatic language, to effectively manage long and complex interactions with ease, using clear and comprehensible pronunciation

#### Writing

- Stage 1
  - Writes simple text (words, phrases)

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- Stage 2
  - Writes simple sentences on interrelated ideas on a familiar topic, using some writing conventions

---

- Stage 3
  - Produces text containing a series of interrelated ideas on a familiar topic with occasional errors

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- Stage 4
  - Organizes and develops coherent text with effective use of grade-level language

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- Stage 5
  - Develops a coherent, effective extended text of several paragraphs, appropriate to grade-level

# Appendix D

## EAL Student-Specific Plan (SSP) Template

### Section 1: Student Information and Prior Learning

#### Student and School

Student's Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
(Surname) (Given) (Middle) (Day/Month/Year)

Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Student No.: \_\_\_\_\_  
(Day/Month/Year)

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Room: \_\_\_\_\_

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

Listening: \_\_\_\_\_ Speaking: \_\_\_\_\_ Reading: \_\_\_\_\_ Writing: \_\_\_\_\_

Parent/Guardian/Family Member's Name(s): \_\_\_\_\_

Telephone and/or Email: \_\_\_\_\_

Home Language: \_\_\_\_\_ Is there a URIS plan?  Yes  No

#### Student's Prior Learning

**Note:** Access the student's Initial Meeting Form from the EAL intake process for information about cultural background, country of origin, and language(s) spoken.

#### Summation of Prior Learning

Prior English language learning?  Yes  No

Description: \_\_\_\_\_

- No previous interruptions in schooling
- Significant interruptions in learning Total years of interrupted learning: \_\_\_\_\_
- Refugee/war-affected background

Number of years of prior schooling: \_\_\_\_\_

Manitoba equivalent of years of schooling for this age: \_\_\_\_\_  
 (e.g., a 10-year-old student would have five years of schooling)

#### General Comments about First Language and English Language Ability

### Section 2: Student Learning Plan

#### Student's Strengths

#### Student's Language Needs

### Section 3: Language Learning Plan

EAL Learning Goals (from Framework)	Language Strategies (How will these language goals be addressed?)	Content-Area Learning Goals	Assessment of Language and Content
<b>Domain: Linguistic Competence</b>			

EAL Learning Goals (from Framework)	Language Strategies (How will these language goals be addressed?)	Content-Area Learning Goals	Assessment of Language and Content
<b>Domain: Contextual Applications</b>			
<b>Domain: Strategic Competence</b>			
<b>Domain: Intercultural Competence and Global Citizenship</b>			

#### Section 4: Specialized Support Recommendation

State the name(s) of the specialist(s) if/when available.

- EAL or LAL Class: \_\_\_\_\_
- EAL Specialist/Support Teacher: \_\_\_\_\_
- Resource Teacher: \_\_\_\_\_
- Reading Clinician: \_\_\_\_\_
- Occupational Therapist/Physiotherapist: \_\_\_\_\_
- Social Worker/Counsellor/Psychologist: \_\_\_\_\_
- Special Education Support/Referral: \_\_\_\_\_
- Other: \_\_\_\_\_

#### Section 5: Student-Specific Comments

#### For Senior Years: E-Designated Courses

Course	Course Description

#### Section 6: Signatures of Planning Partners

- This EAL Student-Specific Learning Plan was reviewed with the student's parent/guardian/family member.  
Date of Review: \_\_\_\_\_  
(Day/Month/Year)
- Reviewer's Name: \_\_\_\_\_ Position: \_\_\_\_\_
- Interpreter Present: Name: \_\_\_\_\_ Language: \_\_\_\_\_
- Resource/EAL Teacher's Name: \_\_\_\_\_  
Signature: \_\_\_\_\_
- School Administrator's Name: \_\_\_\_\_  
Signature: \_\_\_\_\_
- Parent/Guardian/Family Member's Signature: \_\_\_\_\_  
(Recommended)



# Appendix E

## EAL Student-Specific Plan (SSP) Template

### Section 1: Student Information and Prior Learning

#### Student and School

Student's Name: Mongkut Chat (Chat) Date Completed: \_\_\_\_\_  
(Surname) (Given) (Middle) (Day/Month/Year)

Date of Birth: \_\_\_\_\_ Age: 16 Student No.: XC000000A  
(Day/Month/Year)

School: City Central School Grade: 10 Room: 12

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

Listening: \_\_\_\_\_ Speaking: \_\_\_\_\_ Reading: \_\_\_\_\_ Writing: \_\_\_\_\_

Parent/Guardian/Family Member's Name(s): \_\_\_\_\_

Telephone and/or Email: \_\_\_\_\_

Home Language: Thai Is there a URIS plan?  Yes  No

#### Student's Prior Learning

**Note:** Access the student's Initial Meeting Form from the EAL intake process for information about cultural background, country of origin, and language(s) spoken.

#### Summation of Prior Learning

Prior English language learning?  Yes  No

Description: Chat took some English classes in school.

No previous interruptions in schooling

Significant interruptions in learning Total years of interrupted learning: \_\_\_\_\_

Refugee/war-affected background

Number of years of prior schooling: \_\_\_\_\_

Manitoba equivalent of years of schooling for this age: 10  
 (e.g., a 10-year-old student would have five years of schooling)

#### General Comments about First Language and English Language Ability

Chat seems to have grade-level literacy in Thai. He has spoken and written in Thai.

His oral language skills in English are stronger than his reading and writing skills, but he shows eagerness to read and write in English.

Chat is friendly and makes friends easily. He is active with his classmates.

### Section 2: Student Learning Plan

#### Student's Strengths

Chat likes to play soccer and basketball.

He enjoys talking about his home country and shares stories of his experiences at his previous school.

Chat willingly participates in class activities, to the extent that he is able to.

#### Student's Language Needs

Develop oral language skills to participate in group work.

Develop reading skills—identifying main idea and related content.

Develop writing skills in forming longer texts.

Develop note-taking skills to organize information and ideas.

### Section 3: Language Learning Plan

EAL Learning Goals (from Framework)	Language Strategies (How will these language goals be addressed?)	Content-Area Learning Goals	Assessment of Language and Content
<b>Domain: Linguistic Competence</b>			
Date: Use simple English sentences, including tense (simple and continuous present and past) and basic prepositions Word walls, small-group interactions, increase time for responses		(Specify content area where these goals and strategies will be used)	Forms and expresses simple ideas and information from personal experience and knowledge  Uses some oral and written language features to create meaning
Date: Read and understand text on familiar topics, with support Pre-teach key vocabulary, maintain a personal dictionary, use explicit modelling, sentence frames, visuals and manipulatives, read-alouds, one-on-one reading			Uses text and prior knowledge to make sense of texts  Understands that the order and organization of texts (e.g., capital letters, word order) contribute to the meaning of texts
Date: Write a simple text (sentences) of interrelated ideas on a familiar topic, with support Use sentence starters, paragraph frames, word banks, graphics and pictures, graphic organizers			Uses knowledge of word and sentence order to communicate meaning when creating text  Is starting to use a variety of sentence structures, beginnings, and lengths

EAL Learning Goals (from Framework)	Language Strategies (How will these language goals be addressed?)	Content-Area Learning Goals	Assessment of Language and Content
<b>Domain: Contextual Applications</b>			
Date: Respond to ideas and products of peers, with support Use social integration activities, active listening skills			Uses a large and increasing bank of high-frequency, topic-specific words to make meaning
Date: Ask for and provide information on familiar topics in structured situations, with support Use graphic organizers, sentence frames, group discussion, word list			
<b>Domain: Strategic Competence</b>			
Date: Use a variety of simple interactive strategies to enhance language learning, with guidance (e.g., ask for clarification or repetition when student does not understand) Use active listening, group discussion, prompts			
<b>Domain: Intercultural Competence and Global Citizenship</b>			
Date: Use home language to formulate ideas and communicate them in English Use personal dictionary, electronic translators			

#### Section 4: Specialized Support Recommendation

State the name(s) of the specialist(s) if/when available.

- EAL or LAL Class: \_\_\_\_\_
- EAL Specialist/Support Teacher: \_\_\_\_\_
- Resource Teacher: \_\_\_\_\_
- Reading Clinician: \_\_\_\_\_
- Occupational Therapist/Physiotherapist: \_\_\_\_\_
- Social Worker/Counsellor/Psychologist: \_\_\_\_\_
- Special Education Support/Referral: \_\_\_\_\_
- Other: \_\_\_\_\_

#### Section 5: Student-Specific Comments

Chat is quiet and eager to do well in school. He is attentive and thinks thoroughly before answering questions, but is unsure of his responses. Parents have indicated that he gets frustrated easily if he gets an answer wrong, so he will need extra time to respond to questions (increased wait time).

#### For Senior Years: E-Designated Courses

Course	Course Description
EAL 21G	Develop English language skills and apply to academic situations.
Pre-Calculus 21E	Develop English necessary for pre-calculus mathematics
Phys Ed 21G	Enhance student interactions and learn Canadian rules and regulations.
Art 21G	Develop English necessary for skills in drawing and painting.

#### Section 6: Signatures of Planning Partners

- This EAL Student-Specific Learning Plan was reviewed with the student's parent/guardian/family member.

Date of Review: \_\_\_\_\_  
(Day/Month/Year)

Reviewer's Name: \_\_\_\_\_ Position: \_\_\_\_\_

- Interpreter Present: Name: \_\_\_\_\_ Language: \_\_\_\_\_

Resource/EAL Teacher's Name: \_\_\_\_\_  
Signature: \_\_\_\_\_

School Administrator's Name: \_\_\_\_\_  
Signature: \_\_\_\_\_

Parent/Guardian/Family Member's Signature: \_\_\_\_\_  
(Recommended)

## References

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