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

Senior 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	Stage 5
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 frequently used words with modelling and guidance and with developing accuracy Comprehend and respond to basic English intonation patterns with support *(e.g., yes-no and wh--? questions)*	Pronounce most English phonemes comprehensibly, despite some difficulty with specific sounds *(e.g., th)* Comprehend and use basic English intonation and phrasing patterns to communicate intended meaning	Begin to use English patterns of linking words and syllable timing (pronunciation does not interfere with communication) 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	Use clear and comprehensible pronunciation and intonation consistently (Some accent may be retained.)
1.1.1 Use sound and symbol systems appropriately *b. Demonstrate understanding of symbol system (phonological awareness)*	Recognize and name letters of the English alphabet Use some elements of the sound-symbol system in modelled oral and written situations *(e.g., copy letters and words encountered in the child's environment)*	Use all elements of the sound-symbol system consistently in structured oral and written situations *(e.g., use word bank to complete sentence frame)*	Use elements of the sound-symbol system consistently and independently to comprehend texts Generate oral and written texts using elements of the sound system with some accuracy *(e.g., comprehensible invented spelling)*	Apply knowledge of the sound-symbol system to comprehend texts in a variety of contexts across the curriculum Generate oral and written texts using elements of the sound system with increasing accuracy	Apply knowledge of the sound-symbol system to comprehend and generate complex oral and written texts Generate complex oral and written texts using elements of the sound system with accuracy
1.1.2 Use lexicon (vocabulary) appropriately	Know and use a basic repertoire of words and phrases in familiar contexts, within the suggested areas of experience (See suggested topics on the next page.)	Know and use a developing repertoire of words and phrases in familiar classroom, academic, and social contexts, within the suggested areas of experience (See suggested topics on the next page.)	Know and use a developing repertoire of words and phrases for a variety of new classroom, academic, and social purposes, within the suggested areas of experience (See suggested topics on the next page.)	Know and use an expanded repertoire of words and phrases for a variety of complex classroom age-/grade-appropriate, academic and social purposes, within the suggested areas of experience (See suggested topics on the next page.)	Know and use a wide repertoire of words and phrases for a variety of complex classroom, age-/grade-appropriate academic and social purposes within the suggested areas of experience (See suggested topics on the next page.)
1.1.3 Demonstrate understanding of grammatical features	Use simple English structures in phrases or short sentences with modelling and support in familiar social and classroom situations (Frequent errors may impede meaning.)	Experiment with a developing range of simple English structures, to express their own ideas with support in familiar social and classroom situations (Frequent errors may impede meaning.)	Use sufficient control of basic structures of English to interact effectively in most social situations Attempt to generate rules and self-correct Experiment with more complex structures (As students experiment with more complex structures, errors are expected.)	Demonstrate sufficient control of key linguistic structures and features to understand and communicate information and ideas in social and general school contexts Generate rules and self-correct while experimenting with more complex structures (Occasional errors will not impede meaning.)	Apply control of most structures and features of English to participate effectively in a general content-area classroom
1.1.4 Demonstrate understanding of mechanical features	Recognize and use basic English mechanical features in modelled situations *(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 and with support, and demonstrate an awareness of more sophisticated features	Use a range of English mechanical features with some consistency and limited support, age-appropriate to grade level	Use a broad range of English mechanical features consistently and experiment with their use for effect with occasional 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 and explore their use for effect in structured situations *(e.g., "I think"; "First …. then …"; fill in a graphic organizer)*	Use basic English discourse features with some consistency, and 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 English discourse features in a range of grade-level texts with some consistency; apply these features for effect, with limited support *(e.g., use cue words such as "however" and "although" for contrast)*	Use English discourse features for effect consistently for a variety of audiences and purposes with occasional support *(e.g., to indicate time, order, sequence, to provide examples, to summarize)*

Senior 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 5

Stage 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 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
- Workplace
  - occupations and professions
  - settings and duties
  - simple actions/routines

- Community
  - addresses
  - 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 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

Stage 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
- Activities
  - sports and exercise
  - vacation and travel
  - community clubs, sports facilities, recreation programs
- 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

Cognitive Academic Language Proficiency (CALP):
- Basic vocabulary related to themes and content in social studies, science, mathematics, the arts, physical education and health curricula, ICT, or elective courses that the student is taking
- High-frequency general academic vocabulary that can be taught in a concrete, meaningful way

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
- Classroom and school
  - Post-secondary planning
  - bursaries/support
  - career planning
- Arts, entertainment, and literature
- Work
  - uniforms and equipment
  - workers' rights and responsibilities
- Technology and technological innovation
- Environment
- Social issues
- Canada and Canadian society

Cognitive Academic Language Proficiency (CALP):
- General academic vocabulary
- Common specialized and some abstract vocabulary related to themes, content, and processes across the curriculum

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, multiple intelligences, career interests)*

Cognitive Academic Language Proficiency (CALP):
- Basic and complex vocabulary related to themes, content, and processes from near grade-level subject areas
- General academic vocabulary and collocations

Stage 5

Cognitive Academic Language Proficiency (CALP):
- Low-frequency and abstract academic vocabulary and collocations
- 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.

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

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 competence**.

Strands	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
1.2.1 Listen and view	Listen 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 and understand the 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 and understand the main points and some details of a short oral presentation or discussion, or a multimedia presentation on a variety of familiar topics in unstructured situations and unfamiliar topics in structured situations	Listen and understand main points and some supporting details of an extended oral or media presentation, or a discussion on a range of familiar and unfamiliar topics	Listen and understand main points and supporting details of an extended oral or media presentation, lecture, or a discussion on familiar and unfamiliar topics
1.2.2 Speak and represent	Produce orally meaningful phrases, common social communication, 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	Express meaning spontaneously and/or produce, with guidance, a short oral presentation on a personal or familiar academic topic in a structured situation, with or without visual aids such as gestures, role-playing/acting out, pictures, realia, multimedia, or other representations	Present a short prepared or spontaneous presentation on a personal or familiar academic topic with support in a structured or unstructured situation with or without visual aids such as gestures, role-playing/acting out, pictures, realia, multimedia, or other representations	Present and elaborate on thoughts and ideas on a range of familiar and unfamiliar topics with support, demonstrating an awareness of audience, with or without the use of multimedia	Present prepared or spontaneous oral or multimedia presentations that elaborate on thoughts and ideas in a coherent and effective manner with minimal support on familiar and unfamiliar topics
1.2.3 Read and view	Recognize and understand basic words, sentences, or short teaching texts, previously introduced orally in a structured situation, supported with pictures, repetition, or patterns	Comprehend a series of interrelated ideas on familiar topics in an increasing range of text forms encountered in everyday and general school contexts with guidance, supported with visual aids such as pictures, realia, or other representations	Comprehend the main idea and some details of a portion of a simple narrative and factual text on topics of personal interest and teacher-selected subject areas with preparation and support, with visual aids to support key abstract ideas	Comprehend the main ideas and supporting details of a variety of grade-level texts on familiar and new topics with preparation and occasional support, possibly including complex representations of ideas, events, and information	Comprehend main points and supporting details of a variety of grade-level texts on familiar and unfamiliar topics with minimal preparation and support, 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 on familiar topics drawing on the oral repertoire and with extensive modelling and/or support, using or not using simple representations to aid communication *(e.g., an account of the student's daily routine, with illustrations)*	Produce a simple text of several interrelated ideas on a familiar topic with support, in structured situations, using some writing conventions, using or not using simple representations to aid communication *(e.g., with modelled sentences, write a thank-you note, complete an application form; fill in a T-chart)*	Produce guided or spontaneous texts containing a series of interrelated ideas dealing with familiar personal and academic topics with support, with or without simple representations to aid communication *(e.g., use a template to report on a science experiment)*	Organize and develop coherent and effective extended texts on familiar and unfamiliar topics with support, in structured and unstructured situations, with or without representations of ideas, events, and information *(e.g., an essay)*	Organize and develop complex, coherent, and effective texts in structured and unstructured situations with occasional support, for a variety of topics and for a variety of purposes

Create coherent and effective multimedia presentations on complex subjects or ideas
• at age-level expectations
(e.g., a short research paper) |
| 1.2.5 Demonstrate interactive fluency | Respond appropriately to basic personal questions and engage in short classroom or social interactions, using phrases or simple sentences

Indicate understanding or lack of understanding with gestures or short phrases; observe English-speaking peers | Begin to initiate interactions and respond to questions on familiar topics

Manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary

Respond to English-speaking peers | Manage longer and more complex social and classroom interactions in familiar personal and classroom settings with some ease

Use strategies to sustain conversations when interacting with English speakers | Sustain and develop interactions with increasing ease in a variety of structured and unstructured social, general school, and academic settings | Manage effectively and with ease long and complex interactions for a variety of purposes (seldom needing repetition or clarification)
• at age-/grade-level expectations |

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	Stage 5
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 different audiences and contexts
1.3.2 Use idiomatic expressions appropriately	Imitate idiomatic expressions	Experiment with idiomatic expressions	Use learned idiomatic expressions in a variety of contexts	Interpret unfamiliar idiomatic expressions in a variety of contexts	Use and interpret a variety of idiomatic expressions in familiar and unfamiliar contexts
1.3.3 Demonstrate understanding of variations in language	Experience a variety of voices	Acknowledge and experience a variety of accents and variations in speech	Recognize other influences resulting in variations in language *(e.g., text messaging)*	Identify some common regional or other variations in language	Adapt to variations in language in a variety of contexts
1.3.4 Use social conventions appropriately	Use basic social expressions appropriate to the classroom *(e.g., "Mr. Smith, Excuse me, please.")*	Recognize verbal behaviours that are considered 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 everyday and classroom contexts *(e.g., how to interrupt a conversation)*	Interpret and use a variety of social conventions in a variety of contexts
1.3.5 Use non-verbal communication appropriately	Understand the meaning of and imitate some common non-verbal behaviours used in the Canadian culture *(e.g., raise hand in class)*	Recognize and begin to use appropriate non-verbal behaviours for 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	Interpret and use effectively 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	Stage 5
1.4.1 Demonstrate cohesion/coherence	Recognize and order sequential elements of a simple familiar story, process, or series of events, with visual support *(e.g., arrange cut-up sentences of a simple story)*	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"; 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 such as conjunctions and synonyms)*	Produce a coherent text of several paragraphs, using cohesive devices such as conjunctions, articles, and substitution	Recognize and effectively organize a variety of lengthy and complex texts using the appropriate conventions, linking words, and other features Begin to use cohesive devices *(e.g., ellipses and substitution)*
1.4.2 Use text forms	Recognize some common oral, written, and digital text forms *(e.g., lists, invitations, messages, instructions, announcements, parental consent form)* Follow a model to produce some simple text forms *(e.g., map, survey, daily personal schedule)*	Recognize and use a range of simple oral, written, and digital text forms in guided and unguided everyday and classroom situations *(e.g., menu, advertisement, table of contents, thank-you note, bus schedule, blogs, emails)*	Recognize and use a variety of familiar text forms with support in unfamiliar contexts *(e.g., folktale/fable, newspaper article, instructions for a game, website)*	Use a variety of text forms in their own productions *(e.g., recipe, comic strip, letters, radio or television report, article, computer presentation)* Analyze and identify the organizational structure of a variety of text forms	Recognize and use a variety of sophisticated text forms for a variety of purposes Choose text forms for effect
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)*	Experiment with using simple social interaction patterns in one-to-one situations *(e.g., request–acceptance/refusal; social invitations; buying a drink at the convenience store)*	Initiate and use simple social interaction patterns to perform everyday interactions in one-to-one, small and large group contexts *(e.g., invitation-acceptance/refusal with explanation, on the playing field, school office interactions)*	Engage social interaction patterns to perform complex transactions and interactions *(e.g., request goods/services)*	Use appropriate social interaction patterns in a variety of social and classroom settings *(e.g., actively participate in group discussion on a new topic)* • at age-level expectations

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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 →	Stage 5
2.1.1 Express emotions and personal perspectives *a. Share ideas, thoughts, opinions, and preferences*	Express simple preferences in a single word or short phrase Express a simple personal response *(e.g., respond to a song or story)*	Identify favourite people, places, or things; record and share preferences 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 in support of those opinions *(e.g., report on an activity outside the classroom)*	Defend an opinion in a discussion using supporting information and persuasive language
2.1.1 Express emotions and personal perspectives *b. Share emotions and feelings*	Respond to and express basic emotions and feelings with modelling and support in familiar contexts using pictures, single words, or phrases *(e.g., pleasure, happiness, I am + adjective)*	Identify, express, and respond to a variety of emotions and feelings, such as love, sadness, surprise, and fear, in familiar contexts with support 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, and identify expressions of emotions and feelings in texts Use a range of expressions to describe emotions with occasional support	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 contexts *(e.g., personal and school relationships)*	Effectively express emotions and feelings in a variety of formal and academic situations
2.1.2 Use language for imaginative purposes and personal enjoyment *a. Express humour/fun*	Identify words or situations, verbally or non-verbally, that are personally humorous	Use English for fun and to interpret humour in familiar contexts	Use English for fun and to interpret and express humour in basic academic texts in familiar contexts	Interpret and express humour appropriately in a variety of situations Begin to identify subtle forms of humour *(e.g., irony, wordplay)*	Identify, interpret, and use subtle forms of humour in a variety of situations *(e.g., irony, satire, and 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 tell a story or experiment with the sounds and rhythms of 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	Effectively use English for creative and aesthetic purposes in a variety of personal and academic texts Experiment with features of English to achieve a growing range of aesthetic and creative effects
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 statements of problems and participate in problem-solving situations with guidance in familiar settings *(e.g., "My locker won't open." "He forgot his lunch." "The man [in the story] lost his money.")*	Describe and analyze a problem and then propose solutions	Use information collected from various sources to solve problems Generate and evaluate alternative solutions to problems	Apply critical thinking skills to the resolution of complex problems *(e.g., discuss the causes, consequences, and possible solutions for global warming)*
2.1.3 Extend their knowledge of the world *b. Explore opinions and values*	Listen and attempt to understand opinions expressed in familiar social and classroom settings	Respond to ideas and products of peers *(e.g., using structured peer feedback form)*	Distinguish fact from opinion in social and academic contexts using language cues	Explore the ways that personal or social values may be indicated by language cues *(e.g., gender-neutral language; infer the values of a character in a story by the way she speaks)*	Identify uses of language that express biases, stereotypes, discrimination, and racism in social and academic contexts

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	Stage 5
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 routine means of interpersonal communications *(e.g., social media, text messaging)*	Recognize and respond appropriately to explicit positive and negative verbal behaviours to oneself or others in personal interactions *(e.g., give compliments, encouragement, insults)*	Offer and respond to expressions of congratulations, sympathy, or regret Recognize and respond appropriately to perceived negative language in a range of social and academic situations	Use appropriate expressions to manage personal relationships in everyday and general school settings Analyze and evaluate 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)* Identify familiar people, places, and things Copy essential information *(e.g., friend's phone number, assignment information)*	Ask for and provide information on familiar topics in structured situations Describe basic characteristics of familiar people, places, and things Record essential information into 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 information of some detail on several aspects of an academic topic with occasional support *(e.g., give a simple report, share facts about past events)* Understand and use definitions, comparisons and examples, with structure Share detailed information on a specific topic *(e.g., a report or biography)*	Share detailed information on a specific topic, indicating sources *(e.g., "CTV news said that…")* Record the essential points of a variety of academic presentations Summarize an extended description or sequence of events *(e.g., "It is reported that….")*
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.")*	Make and respond to common requests for assistance, warnings, and other requests 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 familar 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 contexts • in familiar or unfamiliar contexts *(e.g., in a public library, at a school office)*	Paraphrase, elaborate on, and clarify another participant's contribution
2.2.3 Get things done *b. State personal actions*	Ask for permission Demonstrate willingness to do something Respond using verbal or non-verbal cues to offers, invitations, and instructions	State personal actions in the immediate future	State personal actions in the past, present, or future Express intentions in a variety of situations	Accept or decline an offer or invitation, with explanations Express possibility in relation to their own actions and plans *(e.g., "We might go….")*	Choose to define, defend, and reflect upon actions and decisions
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., "What is our next step?" "Whose turn is it?")*	Check for agreement and understanding *(e.g., "Let's do it this way, okay?")* Express agreement/disagreement in an appropriate way Express appreciation, enthusiasm, support, and respect for contributions of others	Persuade others to take a course of action *(e.g., "We should…so….")* Take on a leadership role in small-group projects	Take on a leadership role in class, school, or community

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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	Stage 5
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 a foundational range of academic tasks with the support of visuals, realia, and/or their first language	Draw on prior learning for a limited range of academic tasks with support of visuals, realia, and/or their first language	Draw on prior learning for an expanded range of consistently academic tasks in English	Draw on prior learning to enhance academic learning to complete a range of tasks consciously and consistently	Effectively draw on prior learning to enhance complex academic tasks
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 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 academic tasks with support, consciously and consistently	Draw on new knowledge and skills to enhance academic learning and successfully complete a range tasks with occasional support, consciously and consistently	Use new knowledge and skills to successfully complete complex academic tasks
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*	Recognize and connect basic concepts and skills related to prior learning for everyday communication and participation in the community and the workplace with the support of visuals, realia, and/or their first language	Draw on prior learning for a developing range of everyday communication and participation in the community and the workplace 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 and the workplace	Draw on prior learning to enhance everyday communication and participation, consciously and consistently, in the community and the workplace	Transfer prior learning to enhance communication and participation in the community and the workplace
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, basic concepts, and skills for communication and participation with the support of visuals, realia, and/or their first language in the community and the workplace	Add a developing range of new knowledge and skills for everyday communication and participation in the community and the workplace with the support of visuals, realia, and/or their first language	Effectively and appropriately draw on a greater range of new knowledge and skills for everyday communication and participation in the community and the workplace	Draw on new knowledge and skills to successfully engage in everyday communication and participation consciously and consistently in the community and the workplace	Advocate for positive changes using new knowledge and skills to enhance communication and participation in the community and the workplace

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**	**Stage 5**
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	Recognize and share with others information concerning similarities and differences among their first language, English, and other languages Recognize and share with others information concerning similarities and differences concerning 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	Seek opportunities to use their first or prior languages for personal, educational, and career purposes Seek 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 diverse viewpoints, languages, and cultures to enhance learning or for personal or social purposes Explore diversity and similarities in the classroom, school, and local community	Draw on diverse perspectives and experiences to enhance learning, problem solving, and communication Reflect on its personal significance of diversity and similarities in the classroom, school, and local community	Seek opportunities to work with people of diverse backgrounds and experiences for personal, educational, and career purposes Explore, compare, and reflect on common human needs and experiences of Canadians Examine common human needs and experiences of people around the world
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 opportunities where multilingual and multicultural knowledge and skills will be useful for personal, academic, and community purposes	Explore and identify opportunities for using their multilingual and multicultural skills for personal, academic, and career purposes	Seek opportunities to use their 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 society**.				
Strands	**Stage 1**	**Stage 2**	**Stage 3**	**Stage 4**	**Stage 5**
3.2.1 Demonstrate knowledge of Canada's geography, history, and development	Demonstrate knowledge of a few basic facts or words related to the geography, the political system, or the first and subsequent peoples of Canada	Demonstrate knowledge of basic vocabulary and key facts related to Canada's geography and political system, its first and subsequent peoples, and events in its history	Demonstrate knowledge of concepts and key facts related to Canada's geography and political system, its first and subsequent peoples, and events in its history	Demonstrate an understanding and sense of Canada's geography and political system, its first and subsequent peoples, and key moments in its historical development	Analyze the influence and contributions of major historical events, figures, and developments of cultures worldwide *(e.g., great figures, periods of history, and immigration)*
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 traditional and contemporary cultural elements of Indigenous cultures, minority cultures, and dominant Canadian cultural heritage *(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 cultural backgrounds and practices of the first and subsequent peoples in Canada and internationally	Explore issues related to diversity and the influence of diversity in Canada and in the global community *(e.g., politics, human rights and the law, the arts, media, and other areas of interest)*	Compare issues related to diversity and the influence of diversity on Canada and on other nations and in the global community *(e.g., politics, human rights and the law, the 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**	**Stage 5**
3.3.1 Demonstrate intercultural communication	Demonstrate awareness and recognition of some differences and similarities in cultural characteristics, behaviours, and communication patterns as reflected in the classroom, school, and local community	Demonstrate some awareness of how culture affects communication and relationships with others through experiences in the classroom, school, and local community

Recognize behaviours 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 sensitivity to different cultural world views, beliefs, and practices, and attempt to adapt their interactions and communication with someone from another culture based on an evaluation of the other's behaviour from his or her frame of reference

Demonstrate the ability to read into situations, contexts, and behaviours that are culturally rooted, and to react to them appropriately | Communicate effectively and responsively using intercultural strategies with ease in diverse contexts with different cultures

Understand and appreciate cultural differences and similarities, 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 | Participate and cooperate in classroom and school activities, and seek help in dealing with conflicts with others | Participate cooperatively in daily classroom duties, support peers and classmates, and seek help to resolve conflicts with others in a positive manner | Demonstrate a willingness and ability to cooperate and work with others in a mutually respectful manner within the classroom and school

Begin to address and resolve conflicts with others in a positive manner | Provide positive contributions and leadership within the school and/or community

Initiate to address and resolve conflicts with others in a positive manner | Demonstrate recognition of and appreciation for the contributions of different local and national individuals, groups, and events to local, national, global social issues, and world events

Effectively address and resolve conflicts with others in a positive manner |

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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	Stage 5
4.1.1 Use cognitive strategies appropriately	Enhance language learning using simple cognitive strategies, with modelling and support *(e.g., memorize new words by repeating them silently or aloud, make personal dictionaries, recognize cognates)*	Enhance language learning using a variety of simple cognitive strategies, 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 guidebooks)*	Select and use appropriate cognitive strategies to enhance language learning in a variety of situations *(e.g., use word maps or other graphic representations)*	Effectively use appropriate cognitive strategies to enhance language learning in a variety of contexts *(e.g., use induction to generate rules governing language use, seek out opportunities outside of class to practise and observe)*
4.1.2 Use metacognitive strategies appropriately	Enhance language learning using simple metacognitive strategies, with modelling and support *(e.g., listen or read for key words to derive general meaning)*	Enhance language learning using a variety of simple metacognitive strategies, 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)*	Effectively use appropriate metacognitive strategies to enhance language learning in a variety of contexts *(e.g., be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly)*
4.1.3 Use social/ affective strategies appropriately	Enhance language learning using simple social and affective strategies, with modelling and support *(e.g., seek assistance, understand that making mistakes is a natural part of language learning)*	Enhance language learning using a variety of simple social and affective strategies, with support *(e.g., take risks with language and learning tasks, try unfamiliar tasks and approaches)*	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 and reread familiar, self-chosen texts; work with others to solve problems and get feedback on tasks)*	Effectively use appropriate social and affective strategies to enhance language learning in a variety of contexts *(e.g., provide personal motivation by arranging rewards for themselves when successful, work with others to solve problems and 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**	**Stage 5**
4.2.1 Demonstrate receptivity	Use simple reading and listening strategies to aid comprehension, with modelling and support *(e.g., use illustrations to aid comprehension, recognize and use cognates, use words with capital letters)*	Use a variety of simple reading and listening strategies to aid comprehension, with support *(e.g., use familiar words, 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 appropriate reading and listening strategies *(e.g., use key content words or discourse markers to follow an extended text; skim, scan, and reread)*	Effectively use appropriate interactive strategies in a variety of contexts *(e.g., use suitable phrases to intervene in a discussion, and self-correct if errors lead to misunderstandings; ask follow-up questions to check for understanding)*
4.2.2 Demonstrate productivity	Use simple speaking and writing strategies, 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 appropriate speaking and writing strategies *(e.g., experiment with multiple ways of expressing meaning, use a variety of resources to correct texts)*	Effectively use appropriate interactive strategies in a variety of contexts *(e.g., use suitable phrases to engage in a discussion; self-correct if errors lead to misunderstandings; assess their own information needs before listening, viewing, or reading)*
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 confirmation that a form used is correct, ask for clarification, use other speakers' words)*	Select and use 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)*	Effectively use appropriate productive strategies in a variety of contexts *(e.g., compensate for avoiding difficult structures by rephrasing, use circumlocution and definition to compensate for gaps in vocabulary)*

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**	**Stage 5**
4.3.1 Use cognitive strategies appropriately	Use simple cognitive strategies to enhance general learning, with modelling and support *(e.g., connect 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, with occasional support *(e.g., make a plan about how to approach a task, identify their own needs and interests)*	Select and use appropriate cognitive strategies to enhance general learning *(e.g., seek information using a network of sources, formulate key questions to guide inquiry)*	Effectively use appropriate cognitive strategies to enhance general learning in a variety of contexts *(e.g., use previously acquired knowledge or skills to assist with a new learning task; seek information through a network of sources including libraries, the Internet, individuals, and agencies)*
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., encourage themselves to try even though they might make mistakes, use support strategies to help peers persevere at learning tasks, 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)*	Effectively use appropriate metacognitive strategies to enhance general learning in a variety of contexts *(e.g., identify problems that might hinder successful completion of a task and seek solutions)*
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 and try unfamiliar tasks and approaches, take part in group problem-solving processes)*	Effectively use appropriate social and affective strategies to enhance general learning in a variety of contexts *(e.g., use social interaction skills to enhance group learning tasks; monitor their level of anxiety about learning tasks and take measures to lower it if necessary)*