

Key Components for Planning Instruction and Assessment of EAL Learners

There are three main components that teachers must consider equally as they plan instruction and assessment for EAL students in these credits:

Main components

| | |
|---|--|
| Guiding Principles of Teaching EAL | These guiding principles will shape the day-to-day decisions in the classroom and are the foundation for instruction that will maximize students' learning. |
| Big Ideas and Guiding Questions | The big ideas and corresponding guiding questions provide the focus for learning experiences that will allow students to develop the skills, knowledge, strategies, and attitudes across all four domains of EAL learning. |
| "I Can" Statements | The "I Can" Statements Checklist is an assessment tool based on the progressions within the four domains of EAL learning that teachers can use to both plan learning experiences and assess student progress. A simplified version of the "I Can" Statements Checklist is provided for students to self-assess their language learning progress. |

Guiding Principles of EAL Instruction

In the EAL Framework, the four domains of EAL learning are further delineated as strands that specify the skills, knowledge, and attitudes that teachers should assess in order to determine what students can do, what they need to learn next, and what needs to be taught. However, each of these distinct strands is one small detail in the complete learning picture. Language learning is a complex process, so it is important to understand some general principles that underlie the decisions that were made in deciding upon the strands. This section provides suggestions about how best to approach teaching in an EAL classroom and serves to both illuminate connections between the domains and to help teachers in thinking about instructional decisions.

These guiding principles are presented as the particular conditions that English language learners need to experience within a Manitoba high school classroom in order to maximize their language development and foster success in a new community. After an explanation of each condition, there are questions that teachers can use to reflect on their own planning, as well as a curated list of professional learning resources.

Within their EAL classroom, teachers need to create the following conditions:

- 1) a safe learning environment that fosters student engagement
- 2) respect for plurilingualism and cultural diversity
- 3) authentic and meaningful tasks
- 4) balanced and scaffolded language practice
- 5) academic rigour that bridges to content-area classroom demands

1) A safe learning environment that fosters student engagement

Investing the time in building strong relationships within the learning environment is key to engaging students in both language learning and future academic success. Students need to feel connected to each other and to the teacher in order to take the necessary risks to grow in their language fluency. Zaretta Hammond argues that "culturally responsive relationships aren't just something nice to have. They are critical. The only way to get students to open up to us is to show we authentically care about who they are, what they have to say, and how they feel." (p. 75) As they make personal connections, students will realize that everyone has different strengths and challenges. Being in an environment where it is safe to make mistakes and where they know that experimentation with language is valued promotes language development.

A comfortable climate will also foster a place where students feel comfortable enough to ask about any aspects of their school day or experiences that they have in the community that are confusing to them. They need a safe space to learn about the norms of Canadian culture and an opportunity to reflect on the unspoken expectations within Canadian classrooms. All students will be adjusting to a new community, and some students might experience culture shock upon starting school in this new cultural context. Students will benefit from reminders to take care of their physical, mental, emotional, and spiritual health as they are adjusting, and teachers should assist in brainstorming strategies that will promote holistic well-being in this new context.

As an aspect of this comfortable environment, teachers should encourage students to take an active role in their own language learning. If students are given the chance to understand their personal learning goals and to learn strategies that are beneficial in learning language, they will be more engaged in the classroom community and their own learning. The strategies that students choose will depend on the task in which they are engaged, as well as other factors such as their preferred learning style, personality, age, attitude, and cultural

background. Teachers need to know and be able to demonstrate a broad range of strategies to students, who will then be able to select those strategies that will support communication and learning. Strategies of all kinds are best taught in the context of learning activities, where students can apply them immediately and then reflect on their use. Throughout their school day, students will be exposed to various language demands and will therefore greatly benefit from developing self-awareness around the strategies they are using to understand the English language and to access course content. By focusing on frequent reflection and conversations with the teachers and peers about the strategies that they are using, students will become more aware and more purposeful in their use in future situations.

Reflection:

- How do I create a learning environment that fosters personal connections?
- How do I support learners as they are adjusting to a new school and community in a way that fosters students' holistic well-being?
- How do I engage students in articulating the language learning strategies they are already using? How do I teach new strategies for language learning?
- How do I create opportunities for students to be actively involved in their own language learning and to develop self-advocacy?

Further Reading, Viewing, and Research

Coelho, Elizabeth. "Chapter 2: An Inclusive Learning Environment." *Adding English: A Guide to Teaching in Multilingual Classrooms*, University of Toronto Press, 2016, pp. 34–52.

Hammond, Zaretta. *Culturally Responsive Teaching and the Brain*. Corwin, 2015.

2) Respect for plurilingualism and cultural diversity

Students' prior learning experiences and language learning are important contributors to their success in this new environment. They bring a rich language and culture, interests, and prior knowledge to the classroom. Literacy in any language is an asset to learning English. It is easier to build another language on the foundation of the first language. EAL students with literacy in their first language bring many skills, such as decoding and comprehension, collecting and organizing information, and writing about and representing their thinking.

The teacher needs to honour and validate the strengths that students bring to the classroom.

At the same time, students are in a time of transition where they will be developing a new identity as a plurilingual student in a Canadian community. Students can use their home language as an important resource in the classroom, whether it is to translate a key vocabulary word, brainstorm ideas quickly, or clarify their learning with another student who speaks the same language. Students should be encouraged to continue to use their home language for learning and it should be seen as an asset. If students use their home language, they can access more complex thinking and more abstract concepts than what they could access in English at their current English language learning stage.



The classroom needs to be an environment where students are able to better understand and think critically about what it means to live and participate in a diverse society. It is important for learners to develop an awareness and understanding of how culture and cultural patterns affect and help shape themselves, other peoples, and Canadian society. An essential part of developing intercultural competency in a Canadian context is the attainment of greater knowledge of Canadian English and of the development of Canada and Canadian society from the perspectives of history, contemporary life, diversity, and change. Newcomers to Canada need to be aware of the contributions of Indigenous cultures to contemporary Canada, so Indigenous histories, cultures, and perspectives should be infused throughout the course. Teachers should encourage students to recognize other perspectives and to know how to interact with others respectfully, both within the classroom and within the community.

Reflection:

- How do I acknowledge the strengths that students bring to the classroom as plurilingual learners?
- How do I design learning opportunities that allow students to have respectful interactions across and within diverse groups?
- How do I meaningfully incorporate Indigenous histories, cultures, and perspectives within the EAL classroom?

Further Reading, Viewing, and Research

Deerchild, Rosanna, host. "This Place: 150 Years Retold Podcast." CBC Listen, www.cbc.ca/listen/cbc-podcasts/1020-this-place?cmp=DM_SEM_Listen_Titles.

Government of Manitoba. *Mamahtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework*. Manitoba Education and Early Child Learning, Indigenous Inclusion Directorate. 2022, www.edu.gov.mb.ca/iid/index.html.

Hammond, Zaretta. *Culturally Responsive Teaching and the Brain*. Corwin, 2015.

Hollie, Sharroky. *Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success*. Shell Educational Publishing, Inc., 2018.

Truth and Reconciliation Commission of Canada. *What Is Reconciliation?* Video statement by TRC Commissioner (Chair) Murray Sinclair, <https://vimeo.com/25389165>.

3) Authentic and Meaningful Tasks

Language competency is best developed in the context of activities or tasks where the language is used for real purposes—in other words, in practical applications. These classroom activities should focus on meaningful uses of the language in different contexts and for a variety of purposes (e.g., personal, academic, and social). Based on their observations of the students, the teacher will design activities that balance both students' basic conversational and academic needs.

In the beginning stages of language learning, students will be primarily focused on learning basic interpersonal communicative skills (BICS). BICS refer to the language required for day-to-day living, including conversations with friends and informal interactions in and outside the classroom. BICS are context-embedded, where the interactions are often face-to-face, and gestures and concrete objects are used as references. The language required for these interactions is cognitively undemanding and involves simple language structures. An example of a meaningful language task focused on BICS could be learning how to introduce oneself and ask someone else their name.

As students develop in their language skills, they need to become aware of the differing language demands of an academic context. Cognitive academic language proficiency (CALP) refers to the language required to understand and communicate the content in the classroom. CALP involves abstract language with fewer social interaction cues and more cognitively demanding language, and with more specialized vocabulary and complex text structures. An example of a meaningful language task focused on CALP could be distinguishing between statements that are fact and statements that are opinion in a news article.

The learning tasks in the EAL class are chosen based on the needs, interests, and experiences of students. The vocabulary, grammar structures, text forms, and social conventions necessary to carry out a task are taught, practised, and assessed as students are involved in various aspects of the task itself. The students do not perform these tasks in isolation, although it is important to provide opportunities for them to notice the form and function of linguistic features. Students become aware of structures and their functions before they are able to manipulate them independently. What a teacher focuses on will be responsive to the stage of language learning, cultural background, and immediate day-to-day and academic needs of the students.

Reflection:

- Which authentic learning tasks would my current students benefit from?
- How should I address both BICS and CALP based on student needs?

Further Reading, Viewing, and Research

Coelho, Elizabeth. "Chapter 6: English in Real Life: Communicative Competence." *Adding English: A Guide to Teaching in Multilingual Classrooms*, University of Toronto Press, pp. 34-52, 2016.

Zwiers, Jeff. *Building Academic Language*. Jossey-Bass, 2014.

4) Balanced and Scaffolded Language Practice

While planning authentic and meaningful tasks, it is important that language instruction adopt a balanced literacy approach (oral communication, reading, and writing) where students are given the opportunity to use and re-use the English language for the purpose of real communication. While oral communication, reading, and writing are not perceived as separate entities, an emphasis is placed on the development of oral skills, the foundation of learning a language. This learning is developmental and requires reading and writing as part of a balanced literacy approach. Reading provides opportunities for students to understand the language that they have heard and to see language structures in print, while writing provides other opportunities for students to consolidate their learning and to communicate.

This balanced literacy approach to teaching engages and empowers students because the learning activities are scaffolded. When learning and using new structures and expressions, learning situations are highly structured with ample modelling by the teacher. As the students progress, they are able to use familiar structures and expressions with more and more autonomy, thus allowing for the gradual release of responsibility.

Within an EAL classroom, teachers should use a variety of scaffolds to support learners, depending on the purpose of the learning activity. Teachers can consider whether sensory supports, graphic supports, interactive supports, and/or resource supports would best match the purpose or task, as outlined in the following chart.

Language Supports (Forms of Scaffolding)

| Sensory supports | Graphic supports | Interactive supports | Resource supports |
|--|--|---|--|
| <p>Purpose: making connections between ideas, understanding how a process works, learning through movement, acquiring new knowledge</p> <p>Best for: visual learners, entering ELLs, auditory learners</p> | <p>Purpose: acquiring knowledge through numerical data, producing ideas, recognizing trends and patterns, cause-effect relationships</p> <p>Best for: large sets of data, linear thinkers, for challenging ELLs at any level</p> | <p>Purpose: synthesizing information, strengthening listening skills, developing communication skills, cultivating empathy</p> <p>Best for: topics with multiple views, social learners</p> | <p>Purpose: acquiring new knowledge, producing responses, developing communication</p> <p>Best for: visual learners, ELLs at any level in any classroom, content area classrooms</p> |

| Sensory Supports | Graphic Supports | Interactive Supports |
|-------------------------------------|--------------------|---|
| Real-life objects (realia) | Charts | In pairs or partners |
| Manipulatives | Graphic organizers | In triads or small groups |
| Pictures & photographs | Tables | In a whole group |
| Illustrations, diagrams, & drawings | Graphs | Using cooperative group structures |
| Magazines & newspapers | Timelines | With the Internet (websites) or software programs |
| Physical activities | Number lines | In the home language |
| Videos & films | | With mentors |
| Broadcasts | | |
| Models & figures | | |

2012 Amplification of the English Language Development Standards, Kindergarten–Grade 12 © 2012 Board of Regents of the University of Wisconsin System, on behalf of WIDA – wida.wisc.edu. Reprinted with permission.

Reflection:

- How do I plan lessons that introduce the concepts and language structures orally before students use them in reading and writing?
- Which scaffold(s) would help students to accomplish each learning task?

Further Reading, Viewing, and Research

Gibbons, Pauline. "Chapter 2: Classroom Talk: Creating Contexts for Language Learning." *Scaffolding Language Scaffolding Learning*. Heinemann, 2015.

Staehr Fenner, Diane, and Sydney Snyder. "Chapter 3: Scaffolding Instruction for ELs." *Unlocking English Learners' Potential: Strategies for Making Content Accessible*. Corwin, 2017.

Zwiers, Jeff, and Marion Crawford. *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings*. Stenhouse Publishers, 2011.

5) Academic rigour that bridges to content-area classroom demands

In the past, researchers believed that language learning was sequential and that students could start at one point and follow a predictable path to fluency. However, newer research argues that "language acquisition is not linear, that it is highly variable and individual . . . and that developing additional languages is a time-consuming process" (Walqui and Bunch, pp. 10–11). In the K–12 system, EAL students are learning a new language at the same time that the new language is used for instructional purposes for various subject areas. Thus, teachers need to take into account the students' English language development as well as the students' academic or subject-area learning needs.

Teachers therefore need to create opportunities for students to experience academic language through scaffolded learning experiences. Staehr Fenner and Snyder recommend that EAL teachers should focus on academic language as "a more formal register...that differs in vocabulary, grammatical structures, and organization of language according to the context in which it is used" (p. 114). When teaching academic texts and designing academic speaking and writing activities, teachers should consider the three levels and features in the following chart:

The Features of Academic Language in WIDA's Standards

The Features of Academic Language operate within sociocultural contexts for language use.

| | Performance Criteria | Features |
|-------------------|--|---|
| Discourse Level | Linguistic Complexity <i>(Quantity and variety of oral and written text)</i> | Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types |
| Sentence Level | Language Forms and Conventions <i>(Types, array, and use of language structures)</i> | Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective |
| Word/Phrase Level | Vocabulary Usage <i>(Specificity of word or phrase choice)</i> | General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations |

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

The Features of Academic Languages in WIDA's Standards: © 2022 Board of Regents of the University of Wisconsin System, on behalf of WIDA – wida.wisc.edu.

Within language learning, the term *Linguistic Complexity* in the chart refers to the measurement of the general academic words that are used across the content areas in various kinds of texts. These words are both abstract and essential to understanding a text, and therefore teachers must actively teach these words in an EAL classroom context. Coelho references one helpful word list called "the Academic Word List, developed by the school of Linguistics and Applied Language Studies at Victoria University of Wellington, New Zealand . . . [which] contains 570 word families that are frequently used in academic texts" (pp. 100–101). Teachers should teach these words within meaningful contexts while providing students with the opportunity to experience these words orally, in readings, and through their own writing. Teachers can also foster student independence by asking students to notice when they are confused as they read academic texts and then to use strategies to clear up the confusion as a part of their academic language development.

As well as experiencing academic language, students also need the opportunity to think critically and to experience academic tasks that are typical in Canadian classrooms. These opportunities should be provided at all stages of language learning. EAL learners—even those with several years of formal education in their previous country—may have a limited repertoire of learning strategies that support learning in a new language setting and in a new educational system. For example, students who have been required to memorize extensively may not be as familiar with research skills or how to manage group projects. An explicit focus on strategic competency will enhance both language and academic learning.

References

Walqui, Aída, and George C. Bunch. *Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners (Language and Literacy Series)*. Teachers College Press and WestEd.org., 2019.

Staehr Fenner, Diane, and Sydney Snyder. *Unlocking English Learners' Potential: Strategies for Making Content Accessible*. Corwin, 2017.

Coelho, Elizabeth. *Adding English: A Guide to Teaching in Multilingual Classrooms*, 2nd edition. University of Toronto Press, 2016.

Reflection:

- How do I design opportunities for students to recognize and begin to use academic language within both classroom talk and texts?
- Which academic tasks and strategies do students need to practise in order to succeed in content-area classrooms?

Further Reading, Viewing, and Research

Coxhead, Averil. *The Academic Word List*. Victoria University of Wellington. Retrieved from www.wgtn.ac.nz/lals/resources/academicwordlist.

Staehr Fenner, Diane, and Sydney Snyder. "Chapter 5: Teaching Academic Language to ELs." *Unlocking English Learners' Potential: Strategies for Making Content Accessible*. Corwin, 2017.

Walqui, Aída, and George C. Bunch. *Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners (Language and Literacy Series)*. Teachers College Press and WestEd.org, 2019.

Zwiers, Jeff. *Building Academic Language*. Jossey-Bass, 2014.

Summary of the Guiding Principles and Reflection Questions:

Within their EAL classroom, teachers should create the following conditions:

| | |
|---|--|
| A safe learning environment that fosters student engagement | <ul style="list-style-type: none"> • How do I create a learning environment that fosters personal connections? • How do I support learners as they are adjusting to a new school and community in a way that fosters students' holistic well-being? • How do I engage students in articulating the language learning strategies they are already using? How do I teach new strategies for language learning? • How do I create opportunities for students to be actively involved in their own language learning and to develop self-advocacy? |
| Respect for plurilingualism and cultural diversity | <ul style="list-style-type: none"> • How do I acknowledge the strengths that students bring to the classroom as plurilingual learners? • How do I design learning opportunities that allow students to have respectful interactions across and within diverse groups? • How do I meaningfully incorporate Indigenous histories, cultures, and perspectives within the EAL classroom? |
| Authentic and meaningful tasks | <ul style="list-style-type: none"> • Which authentic learning tasks would my current students benefit from? • How should I address both BICS and CALP based on student needs? |
| Balanced and scaffolded language practice | <ul style="list-style-type: none"> • How do I plan lessons that introduce the concepts and language structures orally before students use them in reading and writing? • Which scaffold(s) would help students to accomplish each learning task? |
| Academic rigour that bridges to content-area classroom demands | <ul style="list-style-type: none"> • How do I design opportunities for students to recognize and begin to use academic language within both classroom talk and texts? • Which academic tasks and strategies do students need to practise in order to succeed in content-area classrooms? |

New to Teaching EAL Learners?

If you are new to teaching English to new language learners, the following books are highly recommended as starting points that present research about the best practices for teaching EAL and useful teaching ideas:

- Coelho, Elizabeth. *Adding English: A Guide to Teaching in Multilingual Classrooms*, 2nd edition. University of Toronto Press, 2016.
- Staehr Fenner, Diane, and Sydney Snyder. *Unlocking English Learners' Potential: Strategies for Making Content Accessible*. Corwin, 2017.
- Ferlazzo, Larry, and Katie Hull Sypniewski. *The ELL Teachers Toolbox: Hundreds of Practical Ideas to Support Your Students*. Jossey-Bass, 2018.

Big Ideas and Guiding Questions

The big ideas in this course are synthesized from the strands outlined in the Senior Years EAL Framework. For each big idea, a statement summarizes the focus for learning. Guiding questions are for teachers to inform their planning process in terms of choosing texts and designing learning experiences that allow students to explore their own responses to the questions.

These big ideas do not represent four distinct curriculum units. Instead they are meant to be areas of study that are interwoven, and teachers have flexibility in deciding which areas to emphasize based on the stage of language learning, prior knowledge, and needs of the learners in the classroom. For example, students in EAL Stage 1 may need much more class time to learn the vocabulary and communication patterns associated with daily life. Whereas students who are in EAL Stage 3 may need a brief introduction to a novel situation from daily life, and then could benefit from an extended focus in the questions related to diversity and belonging.

This flexibility also allows teachers to be responsive to students by including texts focused on their interests or focused on current events from the news. Students will therefore revisit these big ideas and guiding questions on an ongoing basis, but through different content and increasingly complex texts, leading to a deeper and more nuanced understanding of each big idea by the end of the Stage 3 credit (EAL Stage 3).

It is recommended that teachers focus student learning in EAL Stage 1, EAL Stage 2, and EAL Stage 3 on the following four big ideas:

Big Ideas

| | |
|---------------------------------|---|
| Identity and Culture | Students will deepen their understanding of their evolving identity as a plurilingual learner within a new culture. Guiding Questions: <ul style="list-style-type: none">• Who am I, and what has shaped my identity?• Who do I want to be? (How do our identities change in new environments?)• How are my home culture and previous life experiences valuable?• How can I use my strengths as a plurilingual learner to learn English? |
| Daily Life | Students will develop the knowledge they need to participate in a meaningful way in daily life at home, at school, and in the community. Guiding Questions: <ul style="list-style-type: none">• What do I need to know to navigate daily life in my community?• What do I need to know to navigate daily life in my school?• How can I make choices that lead to well-being and resilience? |
| Diversity and Belonging | Students will broaden their understanding of diversity within local and global communities. Guiding Questions: <ul style="list-style-type: none">• Which communities am I a part of?• Why is diversity important? What are its benefits and challenges?• What are the rights and responsibilities that I have as a person in Canada? |
| Canada's Land and People | Students will learn how they can participate as an active citizen in contemporary Canadian society. Guiding Questions: <ul style="list-style-type: none">• What do I need to know about Canada as a country to understand current events?• How can I take an active role in the process of reconciliation with Indigenous Peoples of Canada? |

“I Can” Statements

For these credits, teachers are assessing the knowledge, skills, and attitudes that are identified in the Stages 1, 2, and 3 progressions of the Senior Years EAL Framework. These progressions show how a student could generally develop their English language skills, moving from someone with a beginning understanding of English in Stage 1 to grade-level fluency in Stage 5.

The skills, knowledge, and attitudes delineated in the progressions have been synthesized into “I can” statements for learners. These “I can” statements are provided for each of the three language learning stages.

Based on the four domains of EAL proficiency, these statements are organized into seven aspects:

- listening
- speaking
- reading
- writing
- using English in context
- developing intercultural competence
- using strategies to learn

Teachers can use the descriptors in the “I Can” Statements Checklist (on the following pages) to design activities where students are practising language skills in contexts that are meaningful to them and to provide feedback on individual progress. Within one learning activity, students will have the opportunity to practise multiple skills at once in context.

For all of the “I can” statements, students need to practise the skills multiple times and they should be spiraled throughout the course. The process of planning, assessment, and program evaluation is interactive.

"I Can" Statements Checklist (detailed version for teacher use)

| Domain | Strands | EAL Stage 1 | EAL Stage 2 | EAL Stage 3 |
|---|----------------------------------|--|--|---|
| | | <p>In Stage 1, students are learning to use words, short phrases, and memorized expressions to communicate in structured and familiar contexts. They are beginning to read and produce short, simple texts based on previously taught language, with a focus on learning the vocabulary needed for daily life.</p> <p>Students will make frequent errors that may impede meaning. Students require extensive support to learn language, including visual aids (gestures, pictures, realia, etc.), repetition, copying, modelling, and using their home language.</p> | <p>In Stage 2, students are learning to use short phrases and sentences to communicate clearly in routine personal and classroom interactions. They are learning to read simple texts containing several connected ideas, produce comprehensible written sentences, and use some academic language to complete school tasks.</p> <p>As students explore new English language structures and vocabulary, they will make frequent errors that may impede meaning. Students require comprehensive support to learn a language, including visual aids (gestures, pictures, realia, etc.), organizers (sentence frames, note-taking frames, etc.), and using their home language.</p> | <p>In Stage 3, students are learning to communicate clearly in a variety of familiar and unfamiliar social and classroom contexts that are longer and more complex. They are learning to read and produce texts of several paragraphs that use more complex structures and vocabulary.</p> <p>As students experiment with more complex language, errors are expected. Students require intentional support to learn language, which may include visual aids (pictures, realia, etc.), organizers (templates, note-taking frames, etc.), and exemplars (text forms, presentations, etc.).</p> |
| Domain 1: Linguistic Competency Listening | 1.1.2 1.2.1 1.2.5 4.2.1 | <p>I can understand spoken words, phrases, and SIMPLE sentences or questions</p> <ul style="list-style-type: none"> when people speak slowly and clearly in familiar and/or structured situations using some visual aids related to everyday topics including <ul style="list-style-type: none"> personal information classroom routines simple instructions daily activities <p>Examples:</p> <ul style="list-style-type: none"> "Open your book." "Go to the gym." "What is the weather today?" <p>Note: Understanding can be assessed based on students' actions, gestures, or spoken responses.</p> <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can understand simple conversations and the main points of short oral presentations and discussions</p> <ul style="list-style-type: none"> when people speak slowly and clearly on familiar topics with or without visual aids recognizing the intonation patterns of a question or statement <p>Examples:</p> <ul style="list-style-type: none"> multi-step instructions for familiar academic tasks yes/no and wh? questions <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can understand longer and more complex conversations and the main points and some details of short oral presentations or discussions</p> <ul style="list-style-type: none"> when people speak clearly on a variety of familiar topics on unfamiliar topics in a structured situation as long as challenging vocabulary and cultural references are pre-taught <p>Examples:</p> <ul style="list-style-type: none"> a discussion about the causes and effects of an event in the news identifying the pros and cons of a proposed law <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> |

| Domain | Strands | EAL Stage 1 | EAL Stage 2 | EAL Stage 3 |
|------------------------------------|----------|---|---|--|
| Domain 1: Linguistic Competency | Speaking | <p>1.1.1 1.1.2 1.1.3 1.2.2 1.2.5 2.1.1 2.1.3 2.2.2 2.2.3 4.2.2</p> <p>I can mimic English pronunciation and intonation</p> <ul style="list-style-type: none"> although some sounds may be difficult to say with an accent, which is expected <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can share basic information using spoken words, phrases, and simple sentences</p> <ul style="list-style-type: none"> in structured and familiar situations related to everyday topics, including <ul style="list-style-type: none"> greetings daily activities family feelings basic needs/wants personal information opinions <p>Examples:</p> <ul style="list-style-type: none"> “I’m sad.” “I have two sisters.” “My phone number is” “I need food.” <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can pronounce frequently used words with developing accuracy and I can use basic intonation patterns</p> <ul style="list-style-type: none"> although some sounds may be difficult to say with an accent, which is expected <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can ask for and provide information using comprehensible spoken sentences</p> <ul style="list-style-type: none"> during routine interactions, including <ul style="list-style-type: none"> sharing personal experiences or preferences stating problems sharing ideas responding to peers <p>Examples:</p> <ul style="list-style-type: none"> “My locker won’t open.” “It’s your turn.” “I think” “What did you do this weekend?” <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can give short oral presentations</p> <ul style="list-style-type: none"> on personal or familiar academic topics in a structured situation with preparation and support <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can pronounce most English sounds comprehensibly and use intonation to communicate meaning</p> <ul style="list-style-type: none"> although some sounds may be difficult to say with an accent, which is expected <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can ask for and provide detailed information using longer and more complex speech</p> <ul style="list-style-type: none"> on a variety of familiar topics <p>I can give short prepared or spontaneous oral presentations</p> <ul style="list-style-type: none"> on personal or familiar academic topics in a structured or unstructured situation with some support <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> |
| | | Domain 1: Linguistic Competency | Reading | <p>1.1.1 1.1.2 1.1.4 1.1.5 1.2.3 1.4.1 1.4.2 4.2.1</p> <p>I can name the letters of the English alphabet and use their sounds to decode simple written words</p> <ul style="list-style-type: none"> including <ul style="list-style-type: none"> short and long vowel sounds consonant sounds consonant blends CVC and CVCe words digraphs prefixes and suffixes <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> |

| Domain | Strands | EAL Stage 1 | EAL Stage 2 | EAL Stage 3 |
|--|---------|---|---|---|
| <p>Domain 1: Linguistic Competency</p> <p>Reading</p> <p><i>(continued)</i></p> | | <p>I can read basic sight words</p> <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can recognize basic text characteristics and use them when reading</p> <p>Examples:</p> <ul style="list-style-type: none"> recognizing spaces between words reading text left to right and top to bottom recognizing the period finishes a sentence <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can use some simple reading strategies to understand a text</p> <ul style="list-style-type: none"> with modelling and support <p>Examples:</p> <ul style="list-style-type: none"> using visuals translating unknown key words monitoring my understanding using known text patterns <p>I can understand the meaning of written words and simple sentences</p> <ul style="list-style-type: none"> that include previously taught vocabulary and sight words supported by visuals, repetition, and patterned text including environmental print such as school schedules and signage <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can use a variety of simple reading strategies to understand a text</p> <ul style="list-style-type: none"> with support <p>Examples:</p> <ul style="list-style-type: none"> predicting meaning from visual cues and familiar patterns associating new words with familiar ones monitoring my understanding rereading text for increased understanding translating unknown key words making connections to prior knowledge asking questions about the text <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can understand the main ideas of simple texts containing several interrelated ideas</p> <ul style="list-style-type: none"> with preparation such as pre-teaching key vocabulary with support such as visuals on familiar topics including text with simple and compound sentences including a variety of text forms, such as <ul style="list-style-type: none"> emails articles memoirs stories informational paragraphs <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can use a variety of reading strategies based on the type of text</p> <ul style="list-style-type: none"> with some support <p>Examples:</p> <ul style="list-style-type: none"> using cue words to understand organizational patterns such as cause and effect recognizing importance of boldface words and headings making inferences based on contextual clues and prior learning scanning text for specific information summarizing key ideas distinguishing between fact and opinion predicting meaning of new words from context annotating a text (key ideas, questions, connections, visuals) using a unilingual English learner’s dictionary <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can understand the main idea and some details of longer, straightforward narrative and informational texts</p> <ul style="list-style-type: none"> with preparation and support with visual aids to support abstract ideas including text with academic and content-area vocabulary including text with some complex structures and clauses including a variety of text forms such as <ul style="list-style-type: none"> instructions memoirs stories personal narrative argumentative essays news articles textbook excerpts <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> |

| Domain | Strands | EAL Stage 1 | EAL Stage 2 | EAL Stage 3 |
|---------------------------------------|---------|--|--|--|
| Domain 1: Linguistic Competency | Writing | <p>1.1.1 1.1.2 1.1.3 1.1.4 1.1.5 1.2.4 1.4.1 1.4.2 2.1.2 4.2.2</p> <p>I can write the letters of the English alphabet and copy words and short sentences accurately</p> <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can write using basic text characteristics</p> <p>Examples:</p> <ul style="list-style-type: none"> • putting spaces between words • writing text left to right and top to bottom • using a period to finish a sentence <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can write words and simple sentences</p> <ul style="list-style-type: none"> • with modelling and support • on familiar topics • based on memorized expressions or patterned phrases <p>Examples:</p> <ul style="list-style-type: none"> • labelling a visual • completing sentence frames (e.g., “I like . . .,” “This is . . .”) • with errors, which are expected (some may impede meaning) <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can write simple and compound sentences</p> <ul style="list-style-type: none"> • using familiar sentence patterns or sentence frames to form new sentences • using some simple conjunctions, such as <ul style="list-style-type: none"> • cause/effect (so, because) • compare/contrast (both, but) • with errors, which are expected (some may impede meaning) <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can produce simple, comprehensible texts containing several interrelated ideas</p> <ul style="list-style-type: none"> • with support • on familiar topics • using some simple transitions, such as <ul style="list-style-type: none"> • time sequencing (first..., then..., finally...) • examples (for example...) • using simple organizational structures such as introductory and concluding sentences in a paragraph • with errors, which are expected (some may impede meaning) <p>I can write texts for different purposes</p> <ul style="list-style-type: none"> • with support • with awareness of the writing process • including different types of texts, such as <ul style="list-style-type: none"> • simple story • short paragraph • journal response • slide presentation <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can write simple, compound, and complex sentences</p> <ul style="list-style-type: none"> • using common conjunctions, such as <ul style="list-style-type: none"> • cause/effect (since, as a result) • compare/contrast (similarly, however) • time (before, after, when, while, until) • with occasional errors, which are expected <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can produce organized texts of several paragraphs</p> <ul style="list-style-type: none"> • with some support • on familiar personal and academic topics • using common transitions, such as <ul style="list-style-type: none"> • examples (such as, in addition) • summary (in conclusion, overall) • using some research skills such as quoting, paraphrasing, and citations • using evidence from a text to support my ideas • with occasional errors, which are expected <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can write texts for different purposes and explain the writing choices that fit with my purpose</p> <ul style="list-style-type: none"> • with some support • using the writing process • using English creatively • including a variety of familiar text forms, such as <ul style="list-style-type: none"> • article • letter • story • personal narrative • argument • literary analysis <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> |

| Domain | Strands | EAL Stage 1 | EAL Stage 2 | EAL Stage 3 |
|--|---------|---|--|--|
| <p>Domain 1: Linguistic Competency</p> <p>Writing <i>(continued)</i></p> | | <p>I can learn some simple grammar and punctuation rules and use them when I write</p> <ul style="list-style-type: none"> with modelling and support when taught in context with errors, which are expected and may impede meaning using taught structures, which may include some of the following: <ul style="list-style-type: none"> capital letters periods plural words simple present verb tense simple past verb tense pronouns identifying nouns and verbs prepositions of location, direction, time adverbs of frequency questions articles contractions other simple structures that can be taught in context <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can learn a range of simple grammar and punctuation rules and use them when I write</p> <ul style="list-style-type: none"> with support when taught in context with errors, which are expected (some may impede meaning) taught structures may include those listed in Stage 1, plus some of the following: <ul style="list-style-type: none"> indenting a paragraph using quotation marks for dialogue using simple future (will/going to) verb tense using present continuous verb tense identifying parts of speech in sentences using other simple structures that can be taught in context <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can learn basic grammar and punctuation rules and use them when I write</p> <ul style="list-style-type: none"> with support when taught in context while experimenting with more complex structures with errors, which are expected, especially with more complex structures while beginning to self-edit including taught structures, which may include those listed in Stages 1 and 2, plus some of the following: <ul style="list-style-type: none"> punctuation for quotations and bracket citations past-continuous verb tense present-perfect verb tense modal verbs identifying subjects and verbs in sentences parts of speech in word families (e.g., significance, significant, significantly) gerunds and infinitives other basic structures that can be taught in context <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> |

| Domain | Strands | EAL Stage 1 | EAL Stage 2 | EAL Stage 3 |
|--|---|--|---|---|
| Domain 2: Contextual Applications | 1.1.2 1.2.1 1.2.2 1.2.3 1.2.4 1.2.5 1.3.1 1.3.2 1.3.3 1.3.4 1.3.5 1.4.3 2.1.1 2.1.2 2.1.3 2.2.1 2.2.2 2.2.3 2.3.1 2.3.2 4.2.3 | <p>I can learn basic vocabulary and use the words in familiar spoken and written contexts</p> <ul style="list-style-type: none"> including <ul style="list-style-type: none"> conversational vocabulary related to greetings, personal information, family, health, clothing, emotions, foods, hobbies, shopping, weather, home, classroom, etc. foundational content-area vocabulary related to shapes, calendar, landforms, time, money, etc. <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can communicate appropriately with others about everyday and classroom topics</p> <ul style="list-style-type: none"> using words, short phrases, and sentences in structured and familiar situations imitating common non-verbal behaviours such as raising hand, nodding head, etc. using taught polite expressions such as “please,” “Excuse me, Mx. Khan . . .” <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can complete foundational academic tasks</p> <ul style="list-style-type: none"> with modelling and support including tasks, such as <ul style="list-style-type: none"> matching labelling a diagram completing sentence frames using word banks completing a simple graphic organizer (e.g., 5 Ws) using technology for school purposes (e.g., log in to a computer, use the Internet) finding letters on a computer keyboard and typing simple texts accurately <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can learn new vocabulary and use the words in familiar social and academic contexts</p> <ul style="list-style-type: none"> including <ul style="list-style-type: none"> expanded conversational vocabulary related to people, community, activities, school, etc. basic content-area vocabulary related to social studies, computers, health, etc. some high-frequency general academic vocabulary such as “create,” “similar,” “response,” etc. including formal and informal language <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can communicate appropriately with others during routine interactions without undue difficulty</p> <ul style="list-style-type: none"> using phrases and sentences during personal, classroom, school, and community activities using taught polite expressions and appropriate non-verbal behaviours, such as how to politely share ideas, ask questions, or disagree <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can complete simple academic tasks</p> <ul style="list-style-type: none"> with support including tasks, such as <ul style="list-style-type: none"> completing a Venn diagram taking notes on a T-chart (e.g., ideas from text/student’s questions about the ideas) completing a paragraph containing sentence frames using quotes to avoid plagiarism writing a simple summary writing a simple response using technology for school purposes (e.g., log in to a computer, search the Internet, type a document, create slides for a presentation) <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can learn new specialized and abstract vocabulary and use the words in a variety of social and academic contexts</p> <ul style="list-style-type: none"> including <ul style="list-style-type: none"> expanded conversational vocabulary related to people, community, activities, school, etc. specialized content-area vocabulary related to environment, social issues, Canadian society, etc. general academic vocabulary such as “benefit,” “evidence,” “significant,” “issue,” “occur,” “specific,” etc. including formal and informal language <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can communicate appropriately with others during longer and more complex social and academic interactions with some ease</p> <ul style="list-style-type: none"> using taught polite expressions and non-verbal communication appropriate for different contexts using some common expressions or idioms <p>Examples:</p> <ul style="list-style-type: none"> analyzing a problem checking for agreement expressing disagreement appropriately <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can complete various academic tasks</p> <ul style="list-style-type: none"> with some support including tasks, such as <ul style="list-style-type: none"> using a template or graphic organizer to complete an assignment or record ideas from a text paraphrasing information in my own words researching a topic using provided texts drafting an opinion statement with reference to provided text writing a reflection that includes a detail from a text using technology for school purposes (e.g., log in to a computer, search the Internet, type a document, create slides for a presentation, interact with peers in an online discussion, use video apps such as <i>Flipgrid</i>) <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> |
| | | | | |

| Domain | Strands | EAL Stage 1 | EAL Stage 2 | EAL Stage 3 |
|--|--|---|--|---|
| Domain 3: Intercultural Competency and Global Citizenship | 1.3.3 3.1.1 3.1.2 3.1.3 3.2.1 3.2.2 3.3.1 3.3.2 4.1.3 4.3.3 | <p>I can demonstrate knowledge of a few basic facts or words related to Canada’s land and people</p> <p>Examples:</p> <ul style="list-style-type: none"> • map • landforms • symbols • animals/plants • Indigenous cultures <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can participate in class and school activities to learn about diversity</p> <ul style="list-style-type: none"> • with people of diverse backgrounds • making connections to my cultural and linguistic background <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can demonstrate knowledge of key facts and basic vocabulary related to Canada’s land and people</p> <p>Examples:</p> <ul style="list-style-type: none"> • natural resources • government structure • Indigenous relationship to the land and worldview • key moments in history • topics from Stage 1 <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can share information and collaborate with classmates from diverse backgrounds</p> <p>Examples:</p> <ul style="list-style-type: none"> • cultural, linguistic, and other forms of diversity (in a positive way) <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can demonstrate knowledge of key facts and concepts related to Canada’s land and people</p> <p>Examples:</p> <ul style="list-style-type: none"> • reconciliation • elections • topics from Stages 1 and 2 <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> <p>I can analyze concepts with classmates with an awareness of diverse backgrounds and perspectives (in a respectful manner)</p> <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> |
| | Domain 4: Strategic Competency | 4.1.1 4.1.2 4.1.3 4.2.1 4.2.2 4.2.3 4.3.1 4.3.2 4.3.3 | <p>I can learn and use simple strategies to understand English</p> <ul style="list-style-type: none"> • with modelling and support • including cognitive, metacognitive, and social/affective strategies, such as <ul style="list-style-type: none"> • memorizing words • making a personal dictionary or flashcards • asking for help • connecting to prior knowledge using first language • using a picture dictionary • listening or reading for key words • listening attentively • participating in shared reading • using supportive technology such as text-to-speech and speech-to-text • translating new words using first language <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> | <p>I can learn and use a variety of simple strategies to understand English</p> <ul style="list-style-type: none"> • with support • while attempting new strategies • including cognitive, metacognitive, and social/affective strategies, such as <ul style="list-style-type: none"> • using reference materials such as a dual language dictionary (e.g., home language-English translation) • rehearsing language • associating new words with familiar ones • asking for repetition or clarification (“Could you repeat that?” “How do you spell that?”) • taking notes when reading or listening • using mind maps, charts, or graphic organizers • working cooperatively with peers • translating new words using first language <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p> |