

Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

LAL Foundational Literacy 1A—
Half-Course Credit

LAL Foundational Literacy 1B—
Half-Course Credit

LAL Foundational Literacy 2A—
Half-Course Credit

LAL Foundational Literacy 2B—
Half-Course Credit

9101112



LAL LITERACY

Pilot Version Fall 2024

Manitoba 

Senior Years Literacy, Academics, and Language (LAL) Literacy Courses: LAL
Literacy Pilot Version Fall 2024

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Kelly Martin	Pembina Trails School Division
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Glossary

- EAL**
English as an additional language is English language programing for students whose first language is other than English or French and who require specialized programming and/or additional services to develop English language proficiency.
- EAL Courses**
EAL courses are Senior Years credits that focus on language learning at specific stages of language development.
- LAL**
Literacy, academics, and language (LAL) is a part of the EAL programming that refers to specialized intensive programming for earners in the Middle and Senior Years who have significantly interrupted, limited, or no prior school experience and therefore their literacy skills and school-based knowledge are well below an age-appropriate level.
- LAL Courses**
LAL courses for Senior Years credits that focus on foundational language and subject-area development.
- EAL Curriculum Guide**
Senior Years English as an Additional Language Literacy Courses for EAL Stages 1, 2, and 3 (i.e., this document).
- EAL Framework**
EAL Framework refers to the Manitoba *Grade 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming* document.
- Plurilingualism**
Plurilingualism is the ability to switch from one language to another for a multilingual person.

Introduction

Purpose of This Document

All students bring valuable experiences to the learning environment, including students who are learning the language of instruction and who have limited formal schooling. These students, however, face a more complex and challenging journey to success as they transition into Manitoba schools. In the Manitoba Kindergarten to Grade 12 education system, the term *literacy, academics, and language (LAL) learner* is used to describe this subset of EAL students who are learning English as an additional language (EAL) and who need to develop literacy and foundational academic knowledge and skills. For a variety of reasons, including war, environmental disasters, civil unrest, poverty, or culture, these students may have attended school sporadically or not at all. The content of their previous formal education may have been limited by resources, teacher training, or a narrow curriculum. This term does not denote cognitive abilities; it assumes the usual range of learner abilities while pointing to the emphasis on literacy, academics, and language. Although younger students may also have experienced similar disruptions in their education, the term LAL focuses primarily on Middle and Senior Years students who will need intensive and accelerated programming to access age-appropriate/grade-level curriculum.

Learning, literacy, and academics is a more complex and challenging process for LAL learners because they need to develop foundational academic skills in subject areas while they are learning English and developing literacy. LAL learners may appear to progress more slowly than other EAL students in the classroom because they are learning the language of instruction and subject-area content at the same time as they are establishing the practices and processes of formal education and the classroom. They may have limited experience with writing implements and classroom technology and they may be unfamiliar with using books to find information. The students may have experienced grief, trauma, and loss in their home country and on their journey to Canada and thus benefit from psychosocial and well-being supports. LAL students will need intensive supports to develop an understanding of the culture and function of schools, the processes of a classroom, and their own academic skills as they plan for long-term learning.

Literacy is the ability to think and use language for learning, creating, communicating, and interacting with ideas, others, and the world around us. Because strong literacy skills are foundational to success in all other academic subjects and daily life, LAL learners will need intensive and focused foundational experiences with literacy concepts and for developing the academic language concepts that are developed over time within the Kindergarten to Grade 5 English language arts (ELA) curriculum. At the same time, students need to learn English as used in specific academic subject areas, and they also need to develop the

practical applications of literacy in everyday life in Canadian schools and communities. The courses represented in this document offer opportunities to develop background knowledge and processes in literacy and language to enable the students to transition more successfully into Stages 2–3 EAL learning as well as into specific subject-area classes.

The LAL literacy courses are drawn from the outcomes of LAL domains of learning as well as concepts from the Kindergarten to Grade 5 [ELA Framework](#) and the [Curriculum Essentials](#) for science and social studies. The big ideas presented and the groupings of outcomes are drawn from LAL programming curriculum framework documents at the Senior Years level. LAL phases are also incorporated into the literacy courses. Due to the large number of skills required to complete each level, the literacy courses have been subdivided into four sections. The intent of these courses is to communicate clearly high expectations for students in literacy and education to all educational partners across Manitoba, and to facilitate the development of common learning resources in order to prepare students with foundational literacy concepts. These courses will be delivered as four half-credit courses:

- LAL Foundational Literacy Course Phase 1A
- LAL Foundational Literacy Course Phase 1B
- LAL Foundational Literacy Course Phase 2A
- LAL Foundational Literacy Course Phase 2B

This curriculum for the literacy course is designed to address the fundamentals of literacy and the language needs of individual LAL students. When it has been determined that a student already has the necessary skills for a particular half course, they can register directly for the next half course. When students show proficiency in approximately 80 per cent of the learning outcomes of any LAL literacy half course, they can transition into the next half course. In the case of the LAL Foundational Literacy Course Phase 2B, the expectation is that most LAL students will transition into additional programming at the end of Stage 2 EAL or beginning of Stage 3 EAL courses. In general, they transition into subject-area courses using E-credit designation while continuing to receive support with the EAL courses.

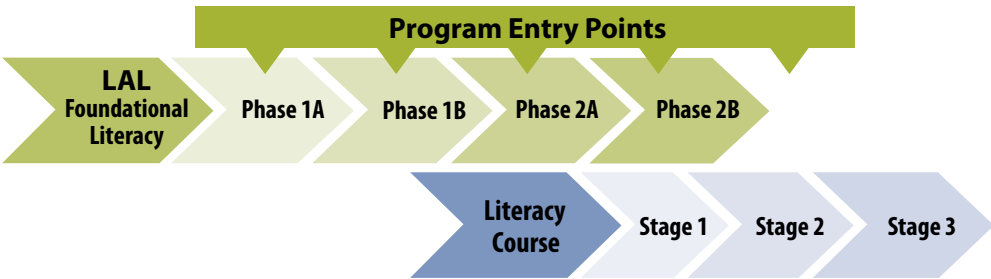


Figure 1: Transition to EAL Programming

Each course addresses selected topics within all four LAL domains (linguistic competency, contextual applications, intercultural competency and global citizenship, and strategic competency) from the Manitoba LAL curriculum. The expectations of the LAL courses are that outcomes and skills be attained through topics that relate to their LAL goals. The LAL students will develop literacy while they simultaneously build their language proficiency and foundational subject-area academic knowledge. The different components of the courses include scaffolds that enhance academic language, conceptual understanding, literacy practices and strategies, and they make connections to the community and global contexts. There are also infused topics to be added to these LAL courses including Indigenous perspectives, social media and information and communication technology (ICT), safe and caring schools, and the Manitoba global competencies. As many LAL students may not have an understanding of the infused topics in a Canadian context, it is important to keep these topics in mind while planning lessons.

The end of LAL Literacy 2B is not the end of the student’s linguistic and academic development in the high school setting. Successfully completing LAL Literacy 2B means students are ready for additional EAL courses at a Stage 2 or 3 level and subject-specific courses with E-credit designations. As students have limited literacy, academic knowledge, and skills in literacy, LAL programming will be more intensive and will require more time. Furthermore, students’ literacy and academic learning will continue to require additional time and support as they transition to and continue in EAL and academic programming. It is important for LAL learners to develop the skills needed for future learning and work opportunities beyond high school.

Manitoba’s Framework for Learning

Manitoba Education and Early Childhood Learning is also developing an overall Framework for Learning (see www.edu.gov.mb.ca/k12/framework/index.html) that is inclusive of the four Kindergarten to Grade 12 programs offered in Manitoba: English Program, French Immersion Program, Français Program, and Senior Years Technology Education Program. Under this comprehensive Framework for Learning, each program maintains the same solid foundation of goals, global competencies, learning experiences, and assessment, evaluation, and reporting, as well as a consistent curriculum structure. Senior Years LAL Literacy courses for Phases 1A, 1B, 2A, and 2B have been developed for implementation in Manitoba schools. The courses will later be restructured to align with the Framework for Learning.

Reference to Manitoba LAL Progressions and the Literacy Course

Introduction to the LAL Domains of Learning

The four domains of LAL learning are parallel to those for EAL and include the knowledge, skills, strategies, and attitudes that students are expected to demonstrate in Middle Years and Senior Years. For a thorough understanding of the LAL domains, please refer to the LAL domains of learning in the [Manitoba Grades 9–12 Curriculum Framework for English as an Additional Language \(EAL\) and Literacy, Academics, and Language \(LAL\) Programming, Senior Years](#). However, the EAL domains assume students have close to age-appropriate education and literacy skills in their first language, whereas the LAL domains have been adapted to meet the needs of students with limited or no prior formal education or literacy skills in any language. Overlap is evident between early EAL stages and LAL phases; therefore, there will be some components of parallel programming.

The four domains of LAL learning are

- linguistic competency
- contextual applications
- intercultural competency and global citizenship
- strategic competency

The four domains identified are interdependent elements, as reflected in some of the common descriptors used across the LAL phases learning goals. Though the domains have been separated for purposes of clarity in this curriculum document and to aid in assessment, instruction planning, and delivery, they should be regarded as complementary and overlapping elements of a comprehensive curricular approach (see Figure 2).

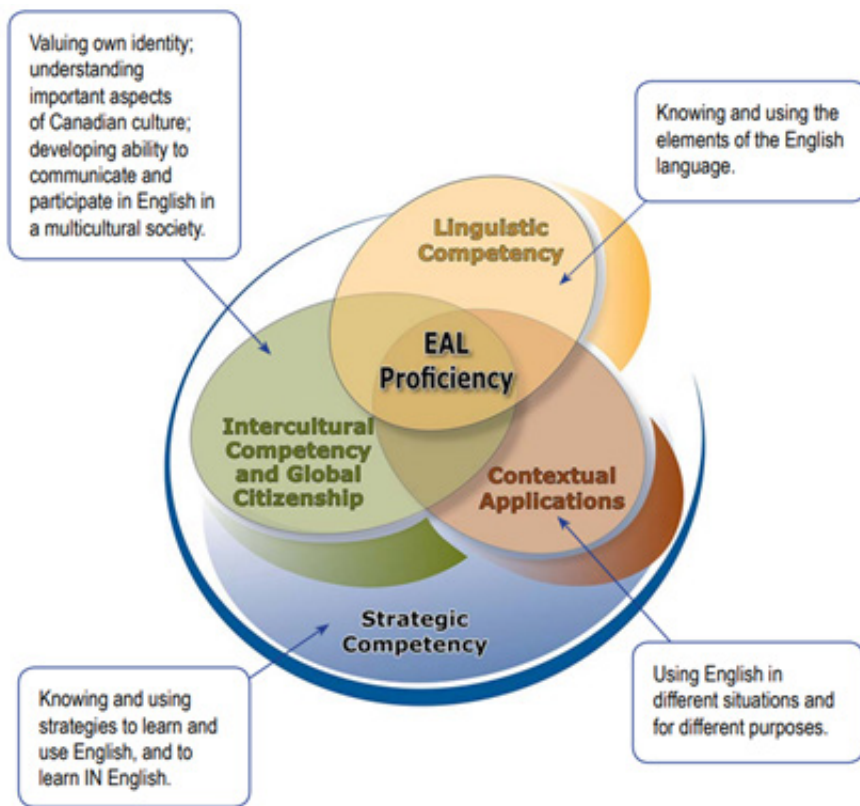


Figure 2: The Four LAL Domains and Their Descriptions

LAL Phases—What Are They?

The LAL phases are intended for students with limited or no prior schooling and low literacy in any language who enter the school system in the Middle and Senior Years. These learners are not exclusively from war-affected/refugee backgrounds; they may be Canadian-born or living in an isolated area where there is no access to school.

These learners may face multiple challenges (e.g., settlement, health, mental health and trauma, cultural, education, language barriers) in adapting to life in Manitoba and the school environment and in succeeding academically. They are also likely to have very limited numeracy and academic skills in any language. It is recognized that younger students may arrive who have also missed some or all of the Early Years; when younger EAL students are

significantly behind age-/grade-appropriate literacy and content-area outcomes, specialized planning drawn from the LAL domains may be used.

Unlike EAL learners, who have age-/grade-appropriate education and are already literate in at least one language, LAL learners have less knowledge and fewer skills that they can transfer to the learning of English and other academic subjects. Therefore, in addition to learning English, students will need to develop foundational literacy, numeracy, and academic/subject-area knowledge and skills at the same time that they are acquiring foundational English language competency. The complexity and difficulty of this process means that these learners often feel overwhelmed. Typically, they will need intensive learning opportunities, programming, and more time if they are to be successful in a variety of subject areas. When considering the progress of such students, teachers must always take into account the student's language and literacy learning background and any initial levels of literacy in the first language.

The linguistic and academic knowledge, skills, and attitudes developed through the Early Years curriculum and school experiences are intended to be the foundation for personal and social development and lifelong learning. In many ways, the curriculum in the Middle Years and Senior Years expand and enable a more complex and abstract application of the foundational knowledge and skills. Therefore, students who have missed all or part of their schooling need to develop these linguistic and academic foundations before they can be expected to be successful in age-/grade-appropriate educational and literacy contexts.

Middle and Senior Years LAL: LAL Phase 1 and LAL Phase 2

Learners who are just entering LAL Phase 1 are beginning EAL learners who have had no prior formal schooling even though they are adolescents or young adults. They are preliterate or have very limited literacy skills in any language, and limited numeracy skills. The goal of LAL Phase 1 instruction is to help students

- be welcomed to the school and adapt to the classroom and school environment
- develop basic interpersonal communication skills (BICS) in English
- develop emergent literacy skills
- develop foundational numeracy and subject-area skills
- develop and use essential life skills in school and the community (e.g., call 911, wear winter clothing, read bus schedules)
- provide supports for social-emotional needs for students facing trauma, grief, and loss

Learners who are entering LAL Phase 2 typically are students who have completed LAL Phase 1 or are new students who have had some prior schooling but their language and literacy skills are well below what may be expected for their age/grade. Learners need to solidify and expand their literacy skills while also developing foundational, academic subject knowledge and skills that they will need for continued opportunities for learning. The goal of LAL Phase 2 instruction is to

- develop good interpersonal communication and foundational academic English language skills
- develop strong basic literacy skills that can be applied across different subject areas
- develop foundational knowledge, skills, and attitudes in all compulsory and elective subjects that are essential for success or of interest to the student in the Middle and Senior Years courses
- explore and develop long- and short-term learning and career plans
- provide supports for social-emotional needs for students facing trauma, grief, and loss
- build and develop socio-emotional and cultural connections and supports

Transitioning to Middle and Senior Years EAL Programming

The goal of LAL Phases 1 and 2 learning is to develop foundational linguistic and subject-area competency. With the LAL phase courses being divided into 1A, 1B, 2A, and 2B sections, this creates some opportunities for LAL students, including the following:

- The first opportunity is that students will have the potential to receive four half-course credits, all while improving their literacy skills. Students will be focused on the skills and outcomes necessary to attain a foundational level of language, all the while completing four optional half-credits.
- Secondly, LAL students will have opportunities to practise their learned skills for literacy. Each course provides repetition, which gives frequent exposure to new language and academic concepts. There are also embedded topics that will help students learn about important topics outside of school.
- Finally, examples and pathways exploring career plans and lifelong learning skills are part of these courses. There will be a focus on each individual student's pathway and on how to use skills learned in the class, as well as applying the skills to everyday lives.

The end of LAL Phase 2 is not the end of the students' linguistic and academic development. It is expected that students will transition to EAL programming appropriate for Middle Years Stages 2–3 or Senior Years Stages 2–3 to continue their education and linguistic development. LAL programming will be more intensive and of a longer duration. Furthermore, their literacy and academic learning will continue to require additional time and support as they transition to and continue in EAL and academic programming. It is important for LAL learners to develop the skills needed for future learning and work opportunities beyond high school.

Curriculum Considerations

Background of LAL Literacy Course Development

The Senior Years LAL literacy courses are part of the educational pathway for LAL students to engage in the Manitoba Senior Years curriculum in all subject areas and provide the foundation for future educational opportunities. The methodology and guiding principles of language learning informed the development of the LAL literacy courses, including many languages' learning concepts. These courses also align with Manitoba's curriculum documents.

The LAL courses were developed using the outcomes from the LAL Manitoba EAL/LAL Framework. The LAL literacy goals presented in this document originate from the [Curriculum Framework for English as an Additional Language \(EAL\) and Literacy, Academics, and Language \(LAL\) Programming](#) for Middle Years and Senior Years and includes descriptions of LAL students, the domains of LAL learning, as well as the LAL acquisition continuum.

English Language Arts, Social Studies, and Science Curriculum Considerations

There were many factors about the foundational knowledge of each core subject area utilized in the literacy courses. In planning for the LAL courses, there were discussions about the importance of utilizing the content within the [English Language Arts Curriculum Framework: A Living Document](#) and the [Curriculum Essentials](#) for social studies and sciences. While the outcomes were not specifically chosen for the LAL courses, there was a lot of discussion around the academic language and foundational lexicon in the core subject areas. Many of the themes and concepts developed in the LAL courses were extrapolated from the core subject areas.

Throughout these courses, LAL students will be developing skills in literacy, academics, and language in addition to adjusting to a new culture, school, community, and life in Canada. Some topics of the historical, geographical, political, and cultural concepts in the social studies curriculum were interwoven in the EAL/LAL curriculum. Some of the content from earth, life, and physical sciences topics were integrated into the suggested lexicon list. Language acquisition outcomes and the ELA curriculum were considered in the LAL curriculum with the understanding that acquiring English as an additional language is paramount to the literacy success of LAL learners. The LAL courses can help introduce concepts such as the scientific process, the use of timelines and historical events, the researching process, and strategies for making sense in the modern world.

Introducing Infused Topics in the Literacy Courses

There are many perspectives in the modern world and, in the development of these courses, it was important to look at current trends in the language learning process, interactive approaches to language acquisition in education, and the context of Manitoba's school communities. As the LAL courses started to take shape, the outcomes from the LAL curriculum became the main focus for determining outcomes for the LAL literacy course. That being said, there were some topics that needed to be emphasized in the development of these LAL courses. At first, the topics included Indigenous perspectives, ICT, global competencies, and social-emotional learning, and were part of the lexicon suggestions.

As discussions continued about the aforementioned topics, it became obvious that these themes needed to be infused into the courses. Each topic was included in the LAL literacy courses as infused topics. The infused topics section is meant to be explored at length in class and discussed on a regular basis. By infusing these topics with the content of the LAL courses, students will benefit in many ways. LAL students will have repetition of content from subject-area classes, building upon lifelong learning skills and understanding the crucial themes to explore. The following Manitoba curricula were utilized in the infused topics section.

Safe and Caring Schools

The safe and caring schools approach is an essential part of wellness and health that recognizes that healthy young people learn better and achieve more. Creating a sense of safety and belonging in schools encourages students to make healthy lifestyle choices and supports well-being. By infusing the safe and caring schools approach, strength-based practices, positive behavioural supports, and restorative practices for wellness, this will be an integral part of learning for LAL students.

Literacy with ICT Across the Curriculum

There are many benefits in using technology and social media tools to enhance LAL students' learning experiences, as well as to provide assistive technology for language learners. Some of these advantages include, but are not limited to, exposure to common technology applications for school and work, increased student engagement, access to online language translation tools, and opportunities to apply basic research skills.

Integrating Indigenous Perspectives

Indigenous perspectives include an understanding of philosophies of life. Integrating Indigenous perspectives creates an awareness of issues, priorities, and events as they relate to Indigenous Peoples. Acceptance of diverse cultures benefits all members of society. Having Indigenous perspectives infused across the LAL literacy course provides meaningful and relevant experiences for all LAL students and promotes positive attitudes towards people of Indigenous heritage.

The LAL courses fuse Indigenous ways of knowing, being, and doing into each phase of learning. Teachers are encouraged to connect learning topics to Indigenous histories, cultures, and current topics whenever possible. Students should learn about the historical events that have affected Indigenous Peoples in Manitoba while connecting these events to current realities. For example, if students are learning to explore their identity, they may be introduced to the Medicine Wheel concept and explore former Senator Murray Sinclair's four questions about identity formation and how residential schools made it difficult for Indigenous children to answer these questions for themselves. Exploring Indigenous topics will require teachers to contextualize learning and may involve integrating multiple subject areas into lessons—for example, integrating a history lesson within a writing assignment or integrating experiential land-based learning into a lesson on culture. Students will learn about Indigenous ways of being, knowing, and becoming, appreciating the holistic nature of Indigenous worldviews.

Teachers are encouraged to use local Indigenous teaching resources whenever possible, keeping in mind that Indigenous nations are diverse and each have their own languages, histories, and customs. Local Elders and Knowledge Keepers are an essential component of the revitalization of Indigenous cultures and languages; therefore, their knowledge should be honoured whenever possible. Teachers are also encouraged to utilize the vast educational resources created by Indigenous artists, writers, and curriculum developers. For more information, see *Mamāhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework* at www.edu.gov.mb.ca/iee/mamahtawisiwin.html.

Manitoba Global Competencies

Manitoba defines global competencies as complex ways of knowing, being, doing, and becoming that are multifaceted, interdependent, transdisciplinary, and developed over time. The learner accesses their ways of knowing, being, doing and becoming to engage effectively and with purpose within a context. Infusing Manitoba global competencies across the LAL literacy course provides relevant and meaningful learning for students. There are six global competencies that Manitoba has developed: critical thinking, creativity, citizenship, connection to self, collaboration, and communication.



Critical Thinking

Critical thinking involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgments and reflecting on the outcomes and implications of those decisions.

The competency of critical thinking facilitates the in-depth examination of situations, questions, problems, opportunities, and perspectives. It encompasses a willingness to challenge assumptions, thoughts, beliefs, and actions.

Critical thinking is fundamental to learning more broadly and deeply, and to making ethical decisions as reflective and contributing citizens.



Creativity

Creativity involves exploring ideas and concepts in order to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction of intuition and reasonings.

The competency of creativity facilitates the generation and expression of ideas, concepts, solutions, and opportunities that are novel and have meaning and value for oneself, others, or the natural world. It fosters open-mindedness, curiosity, flexibility, risk-taking, and perseverance to put ideas into action.

Creativity is fundamental to finding and expressing a sense of wonder, initiative, ingenuity, and hope.



Citizenship

Citizenship involves engaging and working toward a more equitable, compassionate, and sustainable world through the development and value of relationships with oneself, others, and the natural world.

The competency of citizenship facilitates an understanding of the complex interactions among cultural, ecological, economic, political, and social forces and their impacts on individuals, communities, and the world. Citizenship fosters consideration of diverse perspectives for ethical, responsible, reciprocal, and sustainable decisions and actions.

Citizenship is fundamental to understanding who we are and how we have the capacity to make a difference and to make choices that contribute to our communities—for the well-being of all.



Connection to Self

Connection to self involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being, and well-becoming.

The competency of connection to self facilitates the development of reflection, regulation, advocacy, and management, which empower one to act with mindfulness and intention. The learner will come to know their gifts, strengths, culture, and history. They will build initiative, perseverance, and flexibility, and manage failure and success, as part of the learning process.

Connection to self is fundamental to knowing oneself and one's relationship to others and the natural world, as well as to developing hope, resilience, self-respect, and confidence. It is recognizing one's own role in learning, happiness, and well-being.



Collaboration

Collaboration involves learning with and from others and working together with a shared commitment to pursue common purposes and goals.

The competency of collaboration facilitates the co-construction of meaning to support collective understanding through the exchange and negotiation of ideas. The process of collaboration demands deeper reflection, an openness to different perspectives, and the sharing of responsibilities and planning. Effective collaboration results in the creation of something better.

Collaboration is fundamental to knowing oneself as a learner (in relation to others/working in a group), developing positive relationships, and participating in the learning process with confidence and motivation.



Communication

Communication involves interacting with others and allowing for a message to be received, expressed, and understood in multiple ways and for a variety of purposes.

The competency of communication facilitates the acquisition, development, and transformation of ideas and information, as well as the awareness, understanding, management, and expression of emotions. It allows one to make connections with others, share ideas, express individuality, deepen learning, and celebrate accomplishments. Communication develops the ability and capacity to navigate personal, local, and global perspectives, and societal and cultural contexts.

Communication is fundamental to connecting to others and sharing/thinking about ideas, and to developing one's identity and sense of belonging.

The Language Learning Process and the Literacy Course

What is the history of language learning?

Language learning is a very nuanced and complex process. To have an understanding of the language learning process, one must develop a basic historical understanding of language learning, teaching, and methodology. Languages have developed over time in a variety of ways, as codes through academic, literary, and religious texts and as languages and dialects as a means of communication. As languages developed, so did the intricacy of each language's processes, theories, and societal structures. While learning about the history of languages is a deep and lengthy process, the focus here will be on the theories, approaches, and methodologies that have emerged over the past few centuries for the educational purpose of language learning. There are distinct differences between the terminologies when it comes to the language learning processes. The following list is a compiled documentation of academic terms that explain the educational research that pertains to language learning:

- **Approach:** A set of assumptions dealing with the nature of language.
- **Methods:** Systematic presentation of language.
- **Technique:** Specific activities in the classroom in relation to language learning.
- **Design:** Specific relationship of theories to the procedures of the classroom materials and activities.
- **Procedures:** Techniques and practices that are part of an approach to teaching and design.
- **Curriculum and Syllabus:** Specifics made by design to carry out a language program designated for a group of learners.
- **Hypotheses:** A tentative assumption made for the sake of argument.
- **Methodology:** Pedagogical practices in general, based on theory and related research on how to teach.

There were many new language-learning approaches, methods, and techniques in the 19th century, such as the grammar–translation method and the direct method. The grammar–translation method was developed as a study in higher learning institutions of how one can gain knowledge about specific target languages by translating text and grammar. Rather than focusing on communication purposes, the grammar–translation method focused on the system of language itself. The direct method was a method that focused on language acquisition and the need to learn speaking skills within a language. Teaching was done exclusively in the learned language and was teacher-centred. There was a focus on accuracy and authentic language through questions and answers.

In the mid-20th century, behavioural approaches became more popular in psychology and had an impact on the educational system and the language learning process. Behaviourists focused on the learning process as habit formation and saw languages as a stimulus, response, and feedback loop. The audiolingual method emerged out of this trend, leading to language lessons with drills, repetition, and pronunciation practices such as minimal pairs. During this time, cognitive approaches were being developed as well, suggesting that the learning process required more active cognitive processes and not just rote patterns and drills. Noam Chomsky researched ideas on cognitive aspects of language and how there was deep processing involved in language acquisition. Cognitive approaches started to take hold and new principles gained popularity, such as meaningful learning and making language relevant to students’ lives. These principles took into account cognitive and memory systems, motivation, and personal investment of time and effort.

In the 1960s and 70s, humanistic approaches began to appear as social and emotional aspects of language were being recognized. There was a push from using cognitive principles toward adding affective principles that were being developed as well. New theories, models, and hypotheses of language learning started to emerge. Some of these new concepts were known as communicative language teaching. Total physical response (TPR) was an approach where students learned language by using command words and imitating movement. The silent way introduced an interaction where teachers were silent in order to give students more opportunity to use language, creating an atmosphere of self-correction. Suggestopedia was an approach where the focus was on the environment being relaxing and inviting for students—therefore, an optimal place to learn languages. The community language learning approach was based on a social setting where students were in small groups and focused on the interests of each learner.

As language learning headed into the 21st century, linguistic approaches to language learning became more accessible. The focus was towards the lexical approach, where functions and linguistic building blocks became more evident in the language learning process. These functional approaches to language learning included an emphasis on the process, fluency, receptive and productive language, and lessons centred around specific tasks. Some of the suggested approaches included the following: task-based language learning, where students complete many lessons to practise specific tasks; Dogme, which discourages textbooks and encourages students to learn languages instead through conversations; and content-and-language integrated learning (CLIL), where content in core subject areas and language are taught simultaneously.

What are the 12 Overarching Principles of Language Learning?

Language learning is dependent on a variety of practices for both teachers and students. The overarching principles can be a wonderful guide for teachers to use as part of students’ language learning process. There is not one single way to teach languages; rather, there is a collection of ideas and principles that can be utilized to guide practices. In Brown’s book *Teaching by Principles*, there are 12 principles that are introduced as important to consider in pedagogy when planning for language learning. The overarching principles fall under three sections: the cognitive principles, the affective principles, and the linguistic principles. While many of the principles fall under one specific section, there are some ideas that overlap—being cognitive, affective, and/or linguistic in nature.

Cognitive Principles

Cognitive principles are the principles that relate to mental and intellectual functions in the language learning process. The cognitive processes that are being referred to in context to language learning are gaining knowledge of language; the systems associated with processes, including thinking, remembering, and knowing; and the process of metacognition and critical thinking. In this section, we will explore the ideas behind the cognitive principles, the teaching implications of each principle, and some reflection questions that teachers could use when planning for the language learning process. The five principles in this section are as follows:

- automaticity
- meaningful learning
- the anticipation of reward
- intrinsic motivation principle
- strategic investment

Automaticity refers to the process where language learners move away from learning forms and skills of language towards a more automatic way of producing language. The language learner tends not to analyze and think about the language itself, as it becomes a more automatic state of mind. Students will work with fluency in the target language for genuine and meaningful purposes. Automaticity takes time to acquire, and so students and teachers alike must be aware of this acquisition process. While understanding that automaticity focuses on the pathway to fluency, *fossilization* is another term that needs to be considered. When language is fossilized, the student has learned the language improperly and continues to make the same mistakes repeatedly. Students create an automaticity of high-processing language but need to be careful that the language that is acquired is in proper language form. Good questions to ask when thinking about planning around automaticity include the following: “Is this language functional for the student?”; “What level of processing do I expect in this lesson?”; “How can I provide effective feedback or corrections?”

Meaningful learning usually leads to better language learning processes. It is extremely important to know who your LAL students are, what are their goals and interests, and what they want in the future. As with all students, set high expectations and use multicultural approaches of education. Assess and utilize the background knowledge of LAL students to develop the foundational learning by providing opportunities for students to use their home language, as they may not be able to demonstrate their learning exclusively in English. To create an environment where meaningful learning is taking place, LAL students need activities with a clear purpose and where the focus of the language appeals to students’ interests and needs. Metacognitive development also provides students with skills and vocabulary to talk about their learning through self-assessments. Bridging is a good way of establishing a link between the students’ prior knowledge and the material through think-pair-share, quick-writes, and anticipatory charts. Teachers should continuously be asking themselves the following: “Do I know everything that I need to know about my LAL students in order to continue with this lesson?”; “How have I bridged new information to existing knowledge that these LAL students have?”

The anticipation of reward shows that there must be a clear connection between the process of language learning and the end of knowing a language in order to engage fully in lessons. This idea is a conditioning theory of learning from the behaviourist movement. According to psychologist B.F. Skinner, the anticipation of reward is one of the most powerful factors in directing someone’s behaviour. In the language-learning environment, this would look like verbal praise for the correct words, encouragement of proper language use, and enthusiasm about the language lessons. Students would reward each other with praise and encouragement as well. Teachers can create supportive and safe spaces where students

are willing to be taking risks with language for the reward and satisfaction of the language learning process. It would be important to note that teachers can give short-term reminders of the benefits of learning a language and the progress made, as well as long-term reminders of goals and targets for the future. Before teaching a lesson, a good line of questioning would be the following: “Have I included opportunities for students’ progress to be demonstrated in the short term?”; “Have I continued to focus on the progress made for the long run?”

Intrinsic motivation principle demonstrates that the students who are intrinsically motivated to learn receive the most rewards for learning. When using the intrinsic motivation principle while learning an additional language, students see the process of learning as the reward itself. In 2001, Zoltan Dornyei created a set of strategies for teachers by creating “basic motivational conditions” that included creating group norms explicitly, having the group norms observed consistently, and promoting group cohesiveness by creating a safe and supportive space. He also mentioned that showing your own enthusiasm for the course materials, including how they affect you personally, is important for language learners to see. Brown added that teachers help language learners build autonomy and help them take charge of their own learning. The teaching implications of having students who are intrinsically motivated is creating a safe and supportive space of learning and questioning in the school. Some good questions to ask would be the following: “Have I figured out what is motivating my LAL students?”; “Have I created a place that will provide them with autonomy in their work and enable them to grow?”

Strategic Investment refers to the process of the language learners “investing” their own time. The investment of time will ultimately lead to the successful mastery of the language. LAL learners will need to learn about the specific strategies that are pertaining to general learning outcomes, language learning outcomes, and the use of language goals. A variety of techniques will need to be introduced to the LAL students in order for them to comprehend the strategies. Through specific strategies-based instruction, teachers will be able to instruct students about particular strategies and practice within the class. The goal of strategic investment is to have students learn an individualized set of strategies in order to maximize their own learning. The principles of strategic investment and autonomy are not solely cognitive—they also include socio-affective components. Teachers should be asking themselves the following questions: “Which strategies will help my students in this lesson?”; “Am I creating the space required for my LAL students to learn, understand, and use the strategies for language learning or communication?”

Affective Principles

Affective principles are the principles that relate to emotional involvement and the social connections in the language learning process. They involve concepts such as feelings about one's own self as a language learner, how learners communicate with one another, as well as how culture and identity shape a learner's worldview. In this section, we will explore the ideas behind the affective principles, the teaching implications of each principle, and reflection questions that teachers could use when planning for the language learning process. The four principles in this section are as follows:

- language ego
- self-confidence affective filter
- risk taking (the silent period)
- the language–culture connection

Language ego is an affective principle that relates to the identity of the language learner in the new and developing language. As LAL students learn the foundational knowledge of a language, they are also simultaneously developing a new ego in the additional language pertaining to how they are feeling, thinking, and acting. This additional ego is what is known as a language ego. Some LAL students will have a sense of fragility within the new ego and may be defensive when using a new language, as well as have rising inhibitions to producing language. Some of the teaching implications would be to create a safe and supportive place where LAL students can play with the language and where mistakes can be made. Teachers need to recognize how some adults can be terrified to speak in another language and that, as LAL students in a high school setting, there can be even more anxiety because of the language ego. Teachers can ask themselves the following questions: “How can I help LAL students feel safe with their language ego?”; “Am I being sensitive to their language ego by asking too many questions, by correcting them, and/or explaining in too much detail?”; “What can I do to help enable my students to produce language?”

When it pertains to language learning, self-confidence for the LAL students is seen in the ability to believe in themselves that they can successfully master the new language. LAL students will require affirmations when they are working towards success and mastery of the new language. *Affective filter* is a term that came from the research of Stephen Krashen, an expert in linguistics who described this concept as a variety of affective filters, such as emotions and feelings that relate to second language acquisition. He suggested that when students have low affective filters and low self-esteem with language learning, they often develop a block in learning the language. It is important to affirm students' assurances with verbal and non-verbal assurance. The following are some good questions to ask, “What can I

do to affirm their mastery in the language?”; “How can I help students build their confidence in the language learning process?”

Risk taking refers to the importance of giving the students the space and time to calculate the risk of attempting to use the new language. Risk taking in general can be difficult for many students in a classroom setting. With LAL students, the risk of producing language in a classroom setting can be quite difficult, and some would rather remain silent than answer any questions. This is particularly evident at the beginning upon arrival. The silent period usually begins when students first arrive and take in the new language but do not feel comfortable speaking in the new language. The silent period can last anywhere around 16 months, depending on the individual student and the supports in place. Students need to be guided in developing calculated guesses in class, as well as provided opportunities to take risks. Teachers need to be mindful that some students come from educational contexts where having the right answer is valued. Some students may not be inclined to risk taking if they know that the answer will be wrong. Students will benefit from praise of any risk-taking attempts. Some reflection questions are as follows: “Where are the potential risks in this lesson?”; “Is this a reasonable challenge for my LAL students?”

The language–culture connection is exactly how it sounds. There is an interconnectedness between language and culture. When students learn a new language, they will inevitably learn something new about the culture as well. In teaching languages, there are systems of belief, values, and ways of thinking and feeling that are embedded into the language. It is important to be aware and question whether some material might be culturally offensive or if there are sensitive topics in the lessons. The language–culture connection is important for the student and the teacher, who are simultaneously creating a third space for negotiating identity and culture. Teachers should be aware of the stages of acculturation and the importance of the language–culture connection. The following are some questions to ask, “What are my biases in the language–culture connection?”; “What language items might I have taken for granted?”; “What language items might present challenges on the basis of culture?”

Linguistic Principles

Linguistic principles are the principles that centre on the language systems and linguistic systems in the language learning process. The systems of linguistic principles can be complex, as there are a variety of different concepts about how languages operate for communicative purposes. In this section, we will explore the ideas behind the linguistic principles, the teaching implications of each principle, and reflection questions that teachers could use when planning for the language learning process. The three principles in this section are as follows:

- the native language effect, interference, and transfer
- interlanguage system
- communicative competencies, BICS, CALP, receptive vs. productive

The native language effect refers to the effect that the native language system has on the target language for the language learner. Students learn how to predict concepts in a new language based on the structure of the native language. Many students who are learning a new language will often use strategies from their native language structure in order to make sense and meaning of the new target language. For LAL students, there may be some gaps in foundational concepts in their native language that might also have an added impact on language transfer from one language to another. Some learners may also make assumptions about the target language because of their home language, and it may cause errors. This process is known as interference. Teachers can compare and contrast language in order to understand both languages. Teachers can also ask themselves the following questions: “What could be the potential errors based on what we know about the native language effect?”; “What kind of errors should I look for?”

When language learners first start learning a language, they start to create a systematic process as they move towards successfully using the target language. This system is known as the interlanguage system, where students are making progress at their own pace and are interpreting the target language. The progression of sounds, words, structures, and discourse features are a systemic development where the language learner forms their own version of the target language at each stage. Teachers need to give feedback to help enable students to progress to the next stage of interlanguage. Mistakes are not seen as a bad thing; rather, they are a place where language is still developing. Students must be encouraged to self-correct as they become more proficient with the target language. The following are some reflection questions: “What is the Interlanguage of each particular language learner in my class?”; “What error identification and feedback strategies have I used?”; “Have I enabled the students to identify their own errors along the way?”

Communicative competencies have a variety of elements, such as organizational components like grammar and discourse, pragmatic elements such as functions and linguistics, and many strategies for language learning. While communication is usually the goal for language learning, it is important to include all elements and skills of language, giving attention to fluency and accuracy in authentic language and texts. Language learners will usually show their understanding of receptive language and will eventually show how to use the target language through productive language. Cummins introduced the concepts of a timeline in language learning through the acronyms BICS and CALP. BICS (basic interpersonal communication skills) refers to the social language learned through social interactions within the first few years of learning a language. CALP (cognitive academic language proficiency) refers to the more academic content for various content areas that may require more than

five years to develop. This language focuses more on the process of comparing, contrasting, synthesizing, inferring, and analyzing. Before teaching a lesson, a good line of questioning would be as follows: “How have I integrated elements and skills of language learning in this lesson?”; “Which language is more specific and academic for this language learner?”

Lesson Planning Considerations

Background Information

LAL students may not have formal background knowledge in literacy, but they have many life experiences that will help them understand language and academics. When presenting literacy concepts and developing language skills, build on background knowledge by supporting students to use their first or home language to access the content. Connecting content with what students already know by using visual aids, manipulatives, and technology will provide opportunities for the student to participate actively. It is also important to make cultural connections and affirm identity for each LAL learner. Teachers need to interweave language outcomes, the themes of the suggested lexicon, and infused topics into each lesson plan in order to optimize the language learning outcomes.

Instructional Focus

Consider the following when planning for instruction:

- Instructional design focused on the lexicon topics will enable students to master literacy skills of the LAL curriculum.
- Integration of the infused topics is essential to making connections to real-life situations in a global context.
- Concepts and topics should be introduced using realia, scaffolding, images, and technology.
- LAL students bring a diversity of learning styles and cultural backgrounds to the classroom.
- Use educational resources by adapting to the context, experiences, and interests of LAL students.
- Familiarize yourself with LAL practices supported by pedagogical research in continuous professional learning.

Environmental Strategies

In its web resource “Teaching Strategies for English Language Learners,” SupportREALTeachers.org listed the following four strategies that teachers can use for success:

- Create a warm, inviting, and welcoming classroom environment.
- Create print-rich environments using bulletin boards.
- Use visual displays, portable white boards, and posters when giving instructions.
- Create word walls—displays of high-frequency words for a unit, arranged alphabetically.

Teachers can enhance their lessons by

- providing a low-stress environment and setting high expectations for students to learn
- concentrating on meaning and process rather than grammar
- including and engaging all LAL students in the class
- explicitly modelling the steps and processes students need to learn
- using slower speech and simpler language, and paying attention to enunciation and pronunciation
- highlighting key vocabulary on a word wall so it is accessible throughout the lesson
- using simple vocabulary and sentences and visual supports with modelling, manipulatives, realia, graphic organizers, and cooperative learning strategies
- enabling students to interact with questions and comments during the lesson
- using sentence frames to prompt students during class discussions and when formulating answers to questions
- practising an extended wait time and giving students time to process the content of the lesson
- providing comprehensible input with hands-on, experiential learning
- repeating instructions several times, perhaps in a different way
- considering the speed of their speech and using precise words, synonyms, examples, gestures, and demonstrations
- using as many ways as possible to convey information (e.g., oral, written, videos, teacher demonstrations, student demonstrations)

Possible Teaching Strategies

The organization Teaching Tolerance created the following nine suggested anti-bias strategies for use with ELL students:

- Anchor charts remind students of prior learning built over multiple lessons. They help level the playing field by providing all students, regardless of prior knowledge or background, with visual reminders of the vocabulary for which they are responsible.
- Realia are real-life objects that enable students to make connections to their own lives as they try to make sense of new concepts and ideas. Realia also evoke physical responses that help students recall ideas and themes from the text in later discussions.
- Readers’ theatre helps children gain reading fluency and engage fully with texts. The strategy involves attention to pronunciation, unfamiliar vocabulary, and interpretation.
- Students make connections to read-aloud texts by relating the text to themselves (lived experiences), to other texts (read in any setting), and to the world (current and historical events).
- During shared reading, learners observe experts reading with fluency and expression while following along or otherwise engaging with the text. This strategy improves targeted reading comprehension skills while promoting the joy of reading.
- The think-aloud strategy encourages conversations about reading for understanding, providing insight into how students are processing texts. This strategy fosters the metacognition skills necessary for students to become successful independent readers.
- Students use vocabulary frames to identify a word’s meaning, its parts, and its opposite. Vocabulary frames combine several word-learning strategies in a single diagram, helping students retain the new word.
- Word walls reinforce sight-word acquisition and build content literacy across grades and disciplines. They also help students see relationships between words and ideas. (Note: Use large print and match words with pictures or diagrams. Keep word wall accessible during tests.)
- A personal picture dictionary is an individual vocabulary and spelling resource students make themselves. This strategy allows students to take ownership of their learning.

Language Acquisition Strategies

- **Schema building:** Helping students see the relationships between various concepts (e.g., compare and contrast, jigsaw learning, peer teaching, and projects).
- **Contextualization:** Familiarizes unknown concepts through direct experience (e.g., demonstrations, media, manipulatives, repetition, and local opportunities).
- **Text Representation:** Inviting students to extend understandings of text and apply them in a new way (e.g., student-created drawings, videos, and games).
- **Modelling:** Speaking slowly and clearly, modelling the language you want students to use and providing samples of student work.
- **L1 Scaffolding:** A review of literature shows that supporting EAL students' use of their native language helps them comprehend and learn English. It develops greater brain density in areas related to language, memory, and attention.

Resources for Lesson Planning

1. Documents:

- *English as an Additional Language (EAL) Intake Process: Senior Years*
This resource is intended to support Manitoba teachers with the reception and initial English language and mathematics skills inventory of students who will be learning English as an additional language (EAL) in their schools. It provides an overview of the EAL intake process, including factors to be considered before, during, and after the intake process.
www.edu.gov.mb.ca/k12/cur/eal/docs/eal_intake_sy2.pdf
- *Manitoba Curriculum Frameworks for EAL and LAL Programming: Senior Years*
These documents include the curriculum frameworks for Early, Middle, and Senior Years EAL/LAL education in Manitoba, as well as assessment guidelines. These frameworks set out the goals and principles for EAL/LAL programming in Manitoba schools, providing a description of the students, the EAL/LAL stages, the relationship of the framework to other provincial curricula, programming models, practical information, theoretical approaches, and research related to welcoming and planning for new students who are learning EAL.
www.edu.gov.mb.ca/k12/cur/eal/framework/senior-years.html

- *Promising Pathways: High School and Adult Programming Options for English as an Additional Language (EAL) Youth*

This document was compiled through collaboration among the Skills and Employment Partnerships, Immigration and Employment Programs; Post-Secondary Education and Workforce Development; Learning and Outcomes Branch of Manitoba Education and Early Childhood Learning; Manitoba Association of Newcomer Serving Organizations (MANSO); Newcomer Employment and Education Development Services Inc. (NEEDS Inc.); and several settlement agencies and school divisions. This support document includes the following components: an introduction to the range of academic needs of older EAL youth, academic programming options, and employability supports for students who need or wish to enter the workforce as quickly as possible.

www.edu.gov.mb.ca/k12/cur/eal/promising_pathways/full_doc.pdf

2. Unit Plan and Lesson Plan Template

A sample unit plan and lesson plan template, a corresponding guide, and some examples of using this template can be found in the [Appendix](#). The template is from the Manitoba Education and Early Childhood Learning document *Support Guide for Teachers with EAL Learners*.

- Snyder, Sydney, and Diane Staehr Fenner. *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity*. Corwin, 2021.
- Honigsfeld, Andrea, and Maria G. Dove. *Co-Planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners*. Corwin, 2021.
- Rubin, Heather, Lisa Estrada, and Andrea Honigsfeld. *Digital-Age Teaching for English Learners: A Guide to Equitable Learning for All Students* (2nd edition). Corwin, 2022.
- Ferlazzo, Larry, and Katie Hull Sypnieski. *The ESL/ELL Teacher's Survival Guide*. Jossey-Bass, 2012.
- Walter, Teresa. *Teaching English Language Learners: The How-to Handbook*. Pearson Education, 2004.
- Coelho, Elizabeth. *Adding English: A Guide to Teaching in Multilingual Classrooms*. University of Toronto Press, 2004.

3. Instructional Strategies

- Brown, H. Douglas. *Principles of Language Learning and Teaching* (6th edition). San Francisco State University, 2014.
- Cummins, Jim, and Margaret Early. *Big Ideas for Expanding Minds: Teaching English language Learners across the Curriculum*. Rubicon Press/Pearson Canada, 2015.
- Krashen, Stephen D. *The Power of Reading: Insights from the Research* (2nd edition). Heinemann, 2004.
- Zwiers, Jeff. *The Communication Effect: How to Enhance Learning by Building Ideas and Bridging Information Gaps*. Corwin, 2019.
- Freeman, David E., and Yvonne S. Freeman. *Between Worlds: Second Language Acquisition in Changing Times* (4th edition). Heinemann, 2022.
- Snyder, Sydney, and Diane Staehr Fenner. *Unlocking English Learners' Potential: Strategies for Making Content Accessible*. Corwin, 2017.

4. Language Acquisition

- Helman, Lori, Donald Bear, Shane Templeton, Marcia Invernizzi, and Francine Johnston. *Words Their Way with English Learners: Word Study for Phonics, Vocabulary, and Spelling* (2nd edition). Words Their Way Series, Pearson, 2011.
- Kilpatrick, David A. *Equipped for Reading Success: A Comprehensive, Step-By-Step Program for Developing Phonemic Awareness and Fluent Word Recognition*. Casey and Kirsch Publishers, 2016.
- Herrell, Adrienne L., and Michael L. Jordan. *Fifty Strategies for Teaching English Language Learners*. Pearson, 2012.
- Laman, Tasha Tropp. *From Ideas to Words: Writing Strategies for English Language Learners*. Heinemann, 2013.
- Serravallo, Jennifer. *Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Heinemann, 2015.
- Serravallo, Jennifer. *Writing Strategies Book: Your Everything Guide to Developing Skilled Writers*. Heinemann, 2017.
- Cummins, Jim, and Margaret Early. *Identity Texts: The Collaborative Creation of Power in Multilingual Schools*. Trentham Books, 2011.

5. Academic Language

- Kinsella, Kate. *Academic Vocabulary Toolkit: Mastering High-Use Words for Academic Achievements*. Global ELT, 2012.
- Himmele, Pérsida, and William Himmele. *The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners*. ASCD, 2009.
- Johnson, Eli R. *Academic Language and Academic Vocabulary: A K–12 Guide to Content Learning and RTI*. Achievement for All, 2012.
- Zacarian, Debbie. *Mastering Academic Language: A Framework for Supporting Student Achievement*. Corwin, 2013.
- Zwiers, Jeff. *Building Academic Language: Essential Practices for Content Classrooms* (1st edition). Jossey-Bass, 2008.

6. Assessment

- Manitoba Education. *Assessment of EAL and LAL Learners*. Manitoba Education, 2021.
- Manitoba Education, Citizenship and Youth. *Rethinking Classroom Assessment with Purpose in Mind (Assessment for/as/of Learning)*. Manitoba Education, Citizenship and Youth, 2006.
- Gottlieb, Margo. *Assessment in Multiple Languages: A Handbook for School and District Leaders*. Corwin, 2021.
- Gottlieb, Margo. *Classroom Assessment in Multiple Languages: A Handbook for Teachers*. Corwin, 2021.
- Brownlie, Faye, Catherine Feniak, and Vicki McCarthy. *Instruction and Assessment of ESL Learners: Promoting Success in Your Classroom*. Portage and Main Press, 2004.
- Law, Barbara, and Mary Eckes. *Assessment and ESL: An Alternative Approach*. Portage and Main Press, 2007.

Assessment for the LAL Literacy Courses

- EAL assessment in LAL literacy courses will provide information to
- assist in determining the literacy course placement and programming plans
 - identify and diagnose student needs, strengths, and next steps
 - monitor and measure linguistic progress
 - determine whether changes are needed in instructional approaches, content, and associated language development activities
 - help students participate in their learning process by giving constructive feedback that encourages them to reflect on their learning
 - inform parents of student progress

Evidence of Language Learning

- Whether conducting assessment *for*, *as*, or *of* learning, a teacher needs sufficient evidence of language learning. By using triangulation of data for assessment, teachers can get an accurate indication of whether the student has met curricular goals.
- Triangulation is a process by which a teacher collects evidence about student learning from three different sources:
- teacher observation in class
 - conversation with the student and/or student reflection
 - student production, such as projects, tasks, tests, etc.

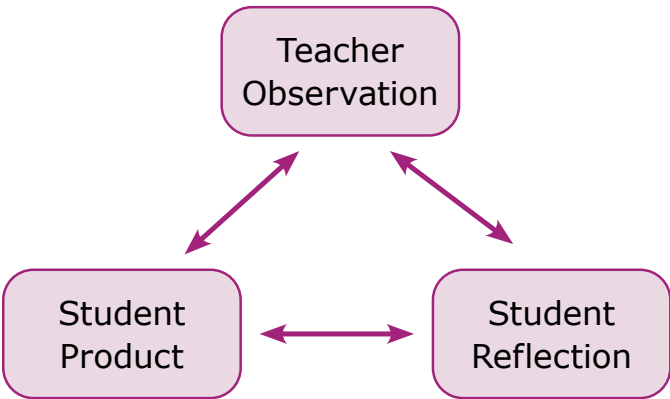


Figure 3: The Triangulation of Teacher Observation, Conversations, and Student Product and Reflection

A literacy assessment can be developed and administered to LAL students to determine which literacy course is most appropriate when they register or if they are ready for the next LAL half-credit course.

Please note that when students have successfully completed the LAL Literacy 2B half course, they will register for the EAL Stage 2 or Stage 3 course, as directed by the diagnostic evidence.

LAL Students Transition to EAL Stages

Students who complete LAL 2B will transition to EAL Stage 2 or EAL Stage 3. The decision as to which course the student will transition will be based on a reassessment of skills and needs and informed by professional judgment, with the objective of finding the course where the student will be most successful. Some students may register in E-credit courses due to a variety of reasons. Collaboration between the teaching team and appropriate student services team is recommended.

Time Allotments

The time allotment for each half course will vary. The time spent on each topic will depend on individual student needs and abilities to acquire and apply the new concepts and terminology along with language learning. Thus, it may take longer than a semester to complete two half courses. If we consider that, the time to complete these courses can be varied but the expectations for learning, content, and rigour cannot be compromised. The goal is to enable these students to transition more easily into mainstream classes.

Grade Reporting

Because LAL students are developing their English language skills in addition to their literacy and academic background knowledge, it may take them longer than the allotted time to develop language and literacy proficiency in these courses. The expectations for learning, content, and rigour cannot be compromised. Manitoba Education and Early Childhood Learning requires that the grades in these courses be reported as either Complete (**CO**) or Incomplete (**IN**) on the provincial report card. When Complete (CO) is reported as a final grade, the LAL student will have shown proficiency in approximately 80 per cent of the English language and the content represented in the course, and the half-credit will be recorded for that course.

According to [Manitoba Provincial Report Card Policy and Guidelines](#) (Manitoba Education and Training, 2018, p. 22), the following curriculum expectations indicate an understanding and application of concepts:

Criteria for Complete:	
Good understanding and application of concepts and skills	Very good to excellent understanding and application of concepts and skills
<ul style="list-style-type: none">■ understands most concepts and skills■ often makes connections to similar concepts and skills■ sometimes applies to own life and to support new learning	<ul style="list-style-type: none">■ thoroughly understands all or nearly all concepts and/or skills■ routinely makes connections to similar concepts and skills■ applies creatively to own life and to support new learning

Figure 4: Criteria for Completion

An indication of **Complete** reflects good, very good, or excellent understanding and application of concepts and skills and consistent learning with respect to learning goals addressed from the beginning of the course. This requires the teacher’s professional judgment and evidence of learning. Achievement should be based on clear evidence of the achievement of the learning goals and what the students know and can do relative to the curriculum. Non-academic factors, such as attendance, punctuality, attitude, effort, and behaviour, should not be included in academic achievement.

An **INcomplete** can be given as a term mark but should not appear as a final grade on the report card. This will indicate that the student is continuing in the course in the next semester or the next school year. The circumstances should be explained in the comment box.

For an interim mark, Incomplete may be given.

An explanation in the comment box should indicate areas that the student has met criteria and areas they will be continuing next.

Contextual Implications and Variables When Teaching LAL Students

When schools and divisions are planning for LAL students, there are a few things that need to be considered in planning. When LAL students attend high school, they should be encouraged to enroll in literacy and numeracy classes that can be options for programming. LAL students can have access to foundational literacy goals by enrolling in the LAL Literacy course until they are ready for EAL Stage 2 or Stage 3 classes. Similarly, LAL students should have access to the foundational numeracy classes. Once they finish the classes, they will have the skills to enter into Essential Math at a Grade 9 level.

Case Management for LAL Students

It is definitely a team approach when working with LAL students as teachers, guidance counsellor, LAL/EAL teacher, social worker, psychologist, and administration can all play integral roles in case management. It is important to note that LAL students have specific goals for language acquisition and foundational concepts; however, there are other factors that may also require attention. As LAL students come with a plethora of various life experiences, the focus should also be on acculturation, cultural and individual identity, and social-emotional goals to be a global citizen. Many LAL students will want to have a graduation plan, which will need to be explained, and conversations will need to be open and guided for better understanding of the Canadian educational system.

Learner Context

The LAL Literacy curriculum is designed with a focus on Senior Years students. There are various and flexible models of teaching that can be used for instruction including, but not limited to, whole-group, small-group, and one-to-one instruction with support from the teacher or EA. For more intensive intervention, teachers may find the Sheltered Instruction Observation Protocol (SIOP) model for instruction will greatly benefit LAL/EAL learners since this model of instruction incorporates comprehensible input and other elements of purposeful planning for LAL/EAL learners. For example, the lesson content and language objectives are clear and involve teaching strategies that promote interaction, practice, and application.

Community Context

The community the students live and learn in will have an impact on your work in the classroom. In rural communities where the numbers of newcomers are smaller, you may work alone in a classroom that includes a full range of newcomer learners from beginning Phase 1 LAL to Stage 3 EAL. In this setting, you may be expected to teach this full range in one classroom, for one period per school day. In urban communities where there are larger populations of newcomers, you may work with several other EAL teachers in a near “school-within-a-school” context, teaching much more uniform and discrete classes. Whatever the case, look for ways to network with other teachers teaching these courses to better support yourself and your students. Also, seek to understand the community context that your students live in, whether it is an inner-city environment with many challenging social forces and influences pulling at them, a suburban space where transportation is challenging, or a rural area where families may feel physically isolated and alone. Knowing where and how your students are living should inform your daily work and will help you not only in your teaching but as you advocate for what is best for them.

There are many social support agencies available to help newcomers. Knowing and understanding the supports in both the rural and urban contexts is important to supporting them in building strong connections to the communities in which they are settling. In rural areas, supports such as Regional Connections (see <https://regionalconnections.ca>) and Settlement Workers in Schools (SWIS) are sometimes available and offer valuable services. In urban areas, common supports found may include organizations such as NEEDS and Family Dynamics. Furthermore, being aware of your students’ extracurricular interests (e.g., sports, the arts, music, and so on) and connecting them with school and community programs will greatly enhance their language learning and their sense of belonging. Look for places like these that provide natural settings for positive language and cultural experiences.

Teacher Context

A simple instruction from the teacher can be quite complex for LAL and EAL students. We know as educators that a successful classroom is one in which students feel known, appreciated, and comfortable taking emotional and intellectual risks. Newcomer students arrive to Canada with different needs and challenges. Students who have fled their home country due to war and conflicts and have been exposed to violence need to be supported in multiple ways. The EAL/LAL teachers can ask for support from outside agencies such as NEEDS, Family Dynamics, and Peaceful Village. Supports may vary, depending on the area where you live. Being aware of services available to newcomer families is important for the overall resettlement success of both students and their families.

School, divisional, and community supports, such as social workers, school counsellors, and resource teachers, can introduce strategies to support the mental health and well-being of students who may have experienced trauma in their lives. A trauma-informed approach to the educational setting is important for students and teachers alike, as being aware of strategies can benefit everyone. Newcomer families should also be informed about available services through the support of interpreters to ensure they have access to all the correct information. Schools can book interpreters through Language Access Interpreter Services, Immigrant Centre, Language Bank, NEEDS, and other regional agencies.

Learner Variables

LAL students vary in multiple ways, and each student and their experiences need to be viewed as unique. LAL students’ experiences with formal schooling can include attending school with many interruptions or never having attended school at all. Many LAL students have lost family members as part of their trauma history. Whom they live with and the family support available to them may be affected by this trauma history. Family members may also lack formal schooling and need support for their own trauma experiences. Therefore, their ability to support the LAL student in your class may be limited. In addition, basic needs of food and shelter can be precarious as the student and their family try to navigate their current circumstances. The coping strategies of the LAL student are affected by the many life disruptions they have endured and the ability of family members to model coping strategies for them. LAL students’ experiences accessing medical support may also vary depending on where they are from and the availability or access to doctors, hospitals, or medical clinics. Schools often provide the bridge for students and their families to access medical services they may be unfamiliar with or not know exist.

Community Resources

Here are some resources in Manitoba:

- **Family Dynamics**

Family Dynamics offers programs and resources to free and foster the strengths, abilities, and assets of individuals, families, organizations, and communities.

<https://familydynamics.ca>

- **Immigrant and Refugee Community Organization of Manitoba (IRCOM)**

IRCOM empowers newcomer families by helping them integrate into the wider community through affordable transitional housing, programs, and services.

www.ircom.ca

■ Immigrant Centre

The Immigrant Centre provides newcomers in Manitoba with services such as settlement and employment services, verification of translations, rural settlement support, and coordination of the Neighbourhood Immigrant Settlement Program.

www.icmanitoba.com

■ Manitoba Association of Newcomer Serving Organizations (MANSO)

MANSO facilitates newcomer integration by providing leadership, support, and assistance in dealing with settlement and integration organizations.

<https://mansomanitoba.ca>

- Eastman Immigrant Services
- Neepawa and Area Immigrant Services

■ Manitoba Interfaith Immigration Council (MIIC)

MIIC works with multicultural, multi-linguistic, and multi-faith communities in Manitoba to support government-assisted refugees, privately sponsored refugees, and other newcomers, delivering high-quality services to help integrate refugees into Canadian society.

<https://miic.ca>

■ Manitoba Start

Manitoba Start provides career services for newcomers to Manitoba, addressing employers' recruitment needs by matching the unique skill sets of qualified, job-ready newcomers with employers' specific job requirements.

www.manitobastart.com

■ NEEDS

NEEDS Inc. offers newcomer children, youth, and their families education, employment, mentorship, and recreation programs to make integrating into Canadian life easier.

<http://needsinc.ca>

■ Peaceful Village

This initiative of the Manitoba School Improvement Program (MSIP) is an after-school program for newcomer youth and their families that operates Monday to Friday for three hours a day, providing students with academic support, learning materials, snacks, and other activities.

<http://msip.ca>

■ Pembina Valley Local Immigration Partnerships (PVLIP)

Local immigration partnerships like PVLIP help to systematize local engagement of service providers and other stakeholders to assist in a successful integration process for newcomers, and to provide more welcoming and inclusive communities.

<https://pvlip.ca>

■ Portage Learning and Literacy Centre (PLLC)

PLLC provides people living in the Central Plains region with a supportive environment to help them realize their education, employment, and life goals.

<http://pllc.ca>

■ Regional Connections

Regional Connections provides settlement, employment, language, and community connections services for newcomers.

<https://regionalconnections.ca/>

■ TEAL (Teachers of English as an Additional Language) Manitoba

TEAL is a group within the Manitoba Teachers' Society that supports professional development for EAL teachers through communications, conferences, professional development workshops, and other activities.

<http://tealmanitoba.org/>

■ Wesman Immigrant Services (WIS)

WIS provides services and programs to immigrants and refugees in western Manitoba.

<https://westmanimmigrantservices.ca/>



Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

Progression of Literacy Domains

Progression of Literacy Domains

The following is an overview of the learning outcomes for all four LAL literacy courses organized by strand and big ideas. Consolidation of the learning outcomes is not prioritizing some outcomes as more important than others; it is grouping outcomes to help move student learning forward through the conceptual understanding of foundational literacy.

Linguistic Strand				
All LAL literacy courses will have topics infused throughout each half-credit course.				
Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools				
	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: Alphabet (Sound and Symbols)				
Big Ideas: <ul style="list-style-type: none">• Builds awareness of the alphabet.• Demonstrates an understanding that the alphabet is related to sounds.• Demonstrates an understanding that a letter is a symbol connected to a sound.				
Consolidation of Learning Outcomes	<ul style="list-style-type: none">• demonstrates upper- and lower-case letter recognition• uses alternate font formats			
Learning Targets: Sound and Symbol Systems				
Big Ideas: <ul style="list-style-type: none">• Builds phonological awareness in the English language.• Builds phonemic awareness in the English language.• Uses elements of the sound symbol system appropriately.				
Consolidation of Learning Outcomes 1.1.1	<ul style="list-style-type: none">• uses single letter sounds: consonant and vowels• identifies that sounds move left to right (e.g., beginning, middle, and ending sounds of words)• uses C-V-C word patterns• uses syllables and stress	<ul style="list-style-type: none">• uses long and short vowels• uses diagraphs and blends• uses word families• uses rhyme• uses intonation of yes/no questions	<ul style="list-style-type: none">• recognizes word patterns• demonstrates an understanding of rhyme and word meaning• uses open and closed syllables• uses compound words• uses prefixes and suffixes	<ul style="list-style-type: none">• uses root words and derivation• uses <i>schwa</i> sound• uses inflection in words and questions

Linguistic Strand

All LAL literacy courses will have topics infused throughout each half-credit course.

Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools

	Phase 1A ➡	Phase 1B ➡	Phase 2A ➡	Phase 2B ➡
Learning Targets: Grammatical Features				
Big Ideas: <ul style="list-style-type: none">• Uses a range of simple grammatical features.• Experiments with a developing range of simple English structures to express ideas.• Demonstrates an increasing awareness of tense and parts of speech.				
Consolidation of Learning Outcomes 1.1.3	<ul style="list-style-type: none">• uses subject pronouns• asks simple wh- questions (e.g., who, what, when, where, why, how) in present tense• asks simple yes/no questions (e.g., "Is/Are...?" or "Do/Does...?") in present tense• makes affirmative and negative statements with the verbs "be" and "do"• uses singular/plural (e.g., nouns, this/these; articles – "the, a/an")• uses simple structures (e.g., It's + day. // It's + time. // It's...)	<ul style="list-style-type: none">• asks simple wh- questions and responses (affirm./neg.)• asks simple yes/no questions and responses• makes affirmative and negative statements with "be, do, have" and other high-frequency verbs• uses simple present continuous tense (e.g., simple past with high-frequency verbs such as "be, do, have")• uses modal auxiliary verbs (e.g., can / have to + verb)• uses singular/plural (e.g., count/no-count)• uses simple conjunctions (e.g., and, or, but) and simple prepositions of time and place (e.g., in, on, at, next to, on the right)• uses simple frequency adverbs (e.g., always, sometimes, never) and possessive adjectives (e.g., my, your, her, our)• uses subject pronouns	<ul style="list-style-type: none">• uses present continuous tense• uses modal auxiliary verbs (e.g., can/have to + verb)• uses common irregular verbs• uses subject-verb agreement• uses adjective + noun• uses "there is/there are" contractions (e.g., I'm, she's, isn't, don't)• uses demonstrative adjectives (e.g., this/that, these/those)• uses singular/plural (e.g., count/non-count)• uses indefinite articles (e.g., some/any, much/many)• uses possessive adjectives (e.g., my, your, her, our)• uses conjunctions• uses simple frequency adverbs	<ul style="list-style-type: none">• uses simple past tense• uses future tense ("will" + verb and "be going to + verb")• uses present perfect tense in high frequency situations• uses simple modals (e.g., can/could, may/might, shall/should, will/would, must) in affirmative/negative• uses simple expressions for giving advice, inviting, and expressing regret• uses comparative and superlative adjectives• uses adverbs (e.g., too, very, enough)• uses verb + infinitive (e.g., want to __, need to __)• uses possessives (e.g., girl's , Tom's)• uses object pronouns (e.g., mine, his, hers, theirs, ours)• uses conjunctions (e.g., and/or, but, either/neither)• uses polite expressions (e.g., "I would rather...", "Would you mind?")

<div>Linguistic Strand</div> <div>All LAL literacy courses will have topics infused throughout each half-credit course.</div> <div>Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools</div>				
	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: Mechanical and Discourse Features (words, sentences—oral and written text)				
Big Ideas: <ul style="list-style-type: none"> Recognizes and uses basic English mechanical features. Recognizes and uses basic English discourse features. Uses basic print conventions. 				
Consolidation of Learning Outcomes 1.1.4 1.1.5	<ul style="list-style-type: none"> uses correct word spacing writes legibly (e.g., letter formation, lines, size) copies simple and familiar words (3–5 letters) copies basic patterned phrases or short sentences (e.g., “I like...”, “This is...”) 	<ul style="list-style-type: none"> writes basic patterned phrases or short sentences (e.g., “I like...”, “This is...”) with/without support uses basic punctuation (e.g., period, question mark) writes simple and familiar words (3–5 letters) labels pictures with assistance uses repertoire of familiar words 	<ul style="list-style-type: none"> uses repertoire of familiar phrases uses a variety of punctuation (e.g., exclamation marks, commas) experiments with connecting words (e.g., and, but, so, however) 	<ul style="list-style-type: none"> independently authors compound sentences uses the following mechanical features: quotation marks, comma, colon, indent, bulleted list recognizes and uses basic English discourse features and explores their use for effect in structured situations (e.g., “I think...”, “First... then...”) fills in a graphic organizer
Learning Targets: Listening and Viewing				
Big Ideas: <ul style="list-style-type: none"> Listens to and understands words and word clusters. Listens to and understands phrases, sentences, and oral interactions. Listens to, views, and understands the main points of short oral presentations and/or interactions. 				
Consolidation of Learning Outcomes 1.2.1	<ul style="list-style-type: none"> recognizes letters of the alphabet and sounds recognizes/responds to basic survival vocabulary, greetings, and polite expressions (e.g. “thank you”, “please”, and “you’re welcome”) responds to very simple questions in familiar contexts (e.g., personal information) follows simple one-step directions indicates lack of understanding through non-verbal language 	<ul style="list-style-type: none"> recognizes letters of words when spelled or dictated recognizes/responds to simple questions/statements in familiar contexts (e.g., weather, family, employment) follows one-step or two-step directions in a familiar context to complete a simple task recognizes/responds to requests for repetition recognizes/responds to personal information questions identifies and responds to simple expressions indicating lack of understanding 	<ul style="list-style-type: none"> listens for key vocabulary words in contextualized conversations recognizes common words when spelled or dictated with visual aids recognizes/responds to alternative forms of basic questions in familiar contexts follows simple multi-step directions and instructions identifies and responds to more complex expressions indicating lack of understanding uses context clues to get main ideas and to identify details 	<ul style="list-style-type: none"> responds to statements, questions, and commands using some expanded vocabulary identifies key information/details in a description responds to requests for clarification and elaboration understands more complex language structures distinguishes facts and opinions in conversations recognizes/responds to common idioms

<div>Linguistic Strand</div> <div>All LAL literacy courses will have topics infused throughout each half-credit course.</div> <div>Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools</div>				
	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: Speaking and Representing; Demonstrating Interactive Fluency Big Ideas: <ul style="list-style-type: none"> Navigates routine interpersonal interactions. Creates, shares, and answers questions for a short presentation. 				
Consolidation of Learning Outcomes 1.2.2 1.2.5	<ul style="list-style-type: none"> expresses greetings and personal information uses letters verbally to provide personal information uses basic vocabulary for social interactions produces simple statements responds to short questions in a structured/familiar situation asks for repetition (e.g., “What?” and “Today?”) responds to simple sentences and questions in familiar situations 	<ul style="list-style-type: none"> produces and responds to common greetings and polite expressions with or without visual aids, such as physical movement, realia, and pictures demonstrates some control in language structures in social interactions produces simple ideas using key words and short phrases in routine and familiar situations answers simple questions with some details expresses likes and dislikes expresses lack of understanding (e.g., “Speak slower.”; “Please rephrase.”) 	<ul style="list-style-type: none"> produces simple statements, questions, and commands using familiar vocabulary participates in routine social conversations in familiar contexts (e.g., shopping, school) retells a simple story with support expresses ideas and points of view through short oral presentations or interactions asks for repetition or clarification 	<ul style="list-style-type: none"> produces short statements, questions, and commands using unfamiliar vocabulary participates in academic conversations in familiar contexts with support tells a simple story in detail produces a short oral presentation in an academic context with support exchanges ideas after clarification

<div>Linguistic Strand</div> <div>All LAL literacy courses will have topics infused throughout each half-credit course.</div> <div>Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools</div>				
	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: Reading and Viewing				
Big Ideas: <ul style="list-style-type: none"> Understands that letters represent sounds. Decodes some elements of the sound/symbol system, and sounds out simple words and sentences encountered in their environment. Demonstrates an understanding that symbols in the environment have meaning (e.g., washroom symbols, stop sign, exit signs). Demonstrates an understanding of reading strategies to gain meaning from text (e.g., skimming, locating pictures, using diagrams). Reads and gains meaning from simple texts on a familiar topic. 				
Consolidation of Learning Outcomes 1.2.3	<ul style="list-style-type: none"> reads some common sight words recognizes repeated patterns such as C-V-C, C-V-V-C, C-V-C-C, C-V-C-V, etc. recognizes personal information words in print (e.g., first/last name, address, telephone number) reads sentences on a familiar topic with support interprets signs and symbols in the community begins to recognize and decode words understands explicit teaching of text forms (i.e., giving information) makes predictions visualizes words and pictures 	<ul style="list-style-type: none"> understands the relationship between words and sentences develops vocabulary of repeated patterns within a text comprehends simple sentences scans for specific text features (e.g., command words in instructions, titles, visuals, headings) skims for textual cues on familiar topics with support follows directions on a map reads sentences about location using prepositions reads and understands simple instructions that include pictures or modelling identifies main idea and sequencing in texts 	<ul style="list-style-type: none"> understands the relationship between sentences and a paragraph develops vocabulary within an increasing range of text forms understands more complex sentences with support scans for specific lexicon vocabulary on a given topic skims for specific ideas on familiar topics with support reads interrelated sentences and understands how parts of speech enrich communication reads and summarizes the text uses questioning and context clues to determine meaning reads accurately 	<ul style="list-style-type: none"> understands the relationship between paragraph and narrative develops academic vocabulary within different disciplines and academic contexts understands more complex sentences without support scans for specific textual evidence on a given topic skims for specific supporting details reads interrelated multi-paragraph selections from a variety of genres infers from and analyzes the text uses questioning to go beyond the text and make personal connections reads fluently
Learning Targets: Writing, Representing, and Using Lexicon Appropriately (Vocabulary)				
Big Ideas: <ul style="list-style-type: none"> Knows and uses a repertoire of words and phrases. Writes and represents simple words and or phrases. Writes and represents simple and familiar texts. 				
	<ul style="list-style-type: none"> writes basic personal information (e.g., name, age) uses unconventional spelling to independently write simple words copies lists 	<ul style="list-style-type: none"> writes basic personal information (e.g., address, phone number, email) conventionally spells simple familiar words (3–5 letters) generates lists (e.g., to-do list, grocery, needs, events, homework, likes and dislikes...) completes a sentence using supports such as a sentence starter or cloze sentence 	<ul style="list-style-type: none"> takes notes using a graphic organizer to complete an academic task, with support generates several sentences on a familiar topic, with support produces a range of simple and familiar texts on familiar topics (e.g., charts, graphs, menus, directions, recipes, texts, dialogue) 	<ul style="list-style-type: none"> takes notes using a graphic organizer to complete an academic task independently produces a simple text of interrelated ideas on a familiar topic produces a range of simple and familiar texts on familiar topics (e.g., reports, narratives, stories, letters, emails, simple opinion, compare and contrast with support)

<div>Linguistic Strand</div> <div>All LAL literacy courses will have topics infused throughout each half-credit course.</div> <div>Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools</div>				
	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: Knowledge of Sociocultural and Sociolinguistic Elements				
Big Ideas: <ul style="list-style-type: none"> • Uses English confidently for communication and personal expression. • Demonstrates an understanding of cultural communication norms found in the school and community. 				
Consolidation of Learning Outcomes 1.3.1 1.3.2 1.3.3 1.3.4 1.3.5	<ul style="list-style-type: none"> • listens to and observes different levels of formality of language • listens and observes different idiomatic expressions • experiences a variety of formal voices (e.g., statement, exclamation, question, command) • observes and reacts to basic social expressions appropriate to the classroom • understands the meaning of some common non-verbal behaviours used in Canadian culture 	<ul style="list-style-type: none"> • identifies and uses different levels of formality of language • imitates age-appropriate idioms • experiences a variety of informal voices (e.g., humour, fun, tone, sarcasm) • uses basic social expressions appropriate to the classroom (e.g., “excuse me”, “please”) • imitates some common non-verbal behaviours used in Canadian culture (e.g., nodding, keeping personal space, making eye contact, raising hands) 	<ul style="list-style-type: none"> • experiments with formal and informal uses of language • contextualizes idioms and expressions • experiments with a variety of formal and informal voices in language • identifies verbal behaviours that are considered impolite in a variety of contexts • recognizes some common non-verbal behaviours used in Canadian culture (e.g., nodding, keeping personal space, making eye contact, raising hand) 	<ul style="list-style-type: none"> • uses register and code switching appropriately • uses idiomatic expressions appropriately • demonstrates understanding of variations in language • uses social conventions appropriately, and compares and contrasts between Canadian culture and home culture • uses non-verbal communication appropriately, and compares and contrasts between Canadian culture and home culture
Learning Targets: Knowledge of How Discourse is Organized, Structured, and Sequenced				
Big Ideas: <ul style="list-style-type: none"> • Demonstrates knowledge of how simple conversation and text is organized, structured, and sequenced. 				
Consolidation of Learning Outcomes 1.4.1 1.4.2 1.4.3	<ul style="list-style-type: none"> • identifies sequential elements of a simple familiar story, process, or series of events with visual support and modelling (e.g., sequence pictures/visuals) • learns class/school schedules • identifies and responds to the basic elements of books (e.g., beginning, middle, end) • responds using simple social interaction patterns in face-to-face situations (e.g., greeting–response) 	<ul style="list-style-type: none"> • orders sequential elements of a simple familiar story, process, or series of events with visual support and modelling (e.g., sequence with sentences) • begins to organize, structure, and sequence simple texts with modelling and support (e.g., recognizes and responds to school communication, simple letters, and forms) • responds using simple social interaction patterns in face-to-face situations (e.g., question–answer, invitation accept/decline) 	<ul style="list-style-type: none"> • uses simple linking words or groups of words with support (e.g., using words like “first”, “second”, and “in the morning”; using pronouns) • identifies and produces a limited range of simple text forms in guided situations (e.g., advertisements, menus, letters, charts, and graphs) • initiates interactions appropriately using simple social interaction patterns in face-to-face situations (e.g., going to the convenience store, buying a bus pass) 	<ul style="list-style-type: none"> • identifies the connections between several paragraphs on a single topic • identifies and produces a limited range of simple text forms in guided situations (e.g., narratives, reports, stories, poems, and word problems) • initiates interactions and responds appropriately using simple social interaction patterns in face-to-face situations (e.g., request–acceptance/refusal; social invitations)

<div>Contextual Application</div> <div>All LAL literacy courses will have topics infused throughout each half-credit course.</div> <div>Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools</div>				
	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: Express Emotions and Personal Perspectives Big Ideas: <ul style="list-style-type: none"> Shares ideas and thoughts. Shares opinions and preferences. Shares emotions and feelings. 				
Consolidation of Learning Outcomes 2.1.1 a 2.1.1 b	<ul style="list-style-type: none"> expresses a simple preference or opinion with a single word or short phrase, with support learns and uses basic emotions and feelings vocabulary (e.g., happy, mad, sad, sick) responds to basic questions about personal emotions (e.g., “How are you today?”; “How do you feel?”) 	<ul style="list-style-type: none"> expresses a simple preference or opinion with a single word or short phrase responds to others expressing basic emotions and feelings using single words or short patterned phrases (i.e., with modelling and support, verbalizes pleasure, happiness, etc., such as “I am ... + adjective”) 	<ul style="list-style-type: none"> identifies favourite people, places, or things writes down and shares preferences using examples shares and expands repertoire of emotions (e.g., anxious, nervous, excited, terrified, frustrated) 	<ul style="list-style-type: none"> verbally expresses preferences in a variety of familiar situations responds in writing and shares personal experiences to explain preferences, emotions, or feelings (e.g., journaling)
Learning Targets: Use Language for Imaginative Purposes and Personal Enjoyment Big Ideas: <ul style="list-style-type: none"> Expresses humour/fun. Uses language for creative/aesthetic purposes. Uses language for personal enjoyment. 				
Consolidation of Learning Outcomes 2.1.2 a 2.1.2 b	<ul style="list-style-type: none"> identifies words or situations that are personally funny (e.g., comedic situations, physical comedy, picture/meme, videos) 	<ul style="list-style-type: none"> joins others in simple group language/speaking activities that are humorous and creative 	<ul style="list-style-type: none"> uses language to share humour and creativity (e.g., listen to and share a favourite song, share a favourite video) 	<ul style="list-style-type: none"> expresses oneself creatively by sharing humour and creativity appropriately with a group (e.g. tell a story, write a poem or song, experiment with the sounds and rhythms of language)
Learning Targets: Extend Their Knowledge of the World Big Ideas: <ul style="list-style-type: none"> Identifies, states, understands, and solves a problem. Recognizes and understands differences in opinions and ideas. 				
Consolidation of Learning Outcomes 2.1.3 a 2.1.3 b	<ul style="list-style-type: none"> experiences and observes problem-solving situations in learning activities and interpersonal relationships experiences and observes the main idea of simple statements of opinion in familiar social and classroom settings 	<ul style="list-style-type: none"> identifies simple statements of problems and begins to negotiate solutions with support in familiar settings interprets the main idea of simple statements of opinion in familiar social and classroom settings 	<ul style="list-style-type: none"> reports simple statements of problems and participates in problem solving with support (e.g., “My locker won’t open.”; “I forgot my lunch.”) explores opinions and values of peers in social and classroom settings from diverse and common backgrounds (e.g., two stars and a wish, peer feedback forms, peer discussion, elbow partners) 	<ul style="list-style-type: none"> communicates problems and initiates solutions in familiar and unfamiliar situations with or without support responds appropriately to ideas, opinions, values, and products of peers from diverse and common backgrounds with/without support (e.g., structured peer feedback form)

Contextual Application				
All LAL literacy courses will have topics infused throughout each half-credit course.				
Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools				
	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: Managing Personal Relationships				
Big Ideas: <ul style="list-style-type: none">Communicates and interacts with others to develop personal relationships.				
Consolidation of Learning Outcomes 2.2.1	<ul style="list-style-type: none">uses greetings and farewells to form, maintain, and change relationships with supportexchanges some basic personal information with support (e.g., name, age, grade, first language, home country)	<ul style="list-style-type: none">addresses a new acquaintance and introduces themselves without supportexchanges basic personal information without support	<ul style="list-style-type: none">participates in casual exchanges with classmates with/without supportuses routine means of interpersonal communications appropriately (e.g., telephone call, social media, text messages)	<ul style="list-style-type: none">initiates casual exchanges with classmates without supportinitiates and maintains relationships with routine means of interpersonal communication appropriately without support
Learning Targets: Imparting and Receiving Information				
Big Ideas: <ul style="list-style-type: none">Communicates and interacts with others to build, extend, and maintain personal relationships.Shares and receives essential information to meet personal and group needs.				
Consolidation of Learning Outcomes 2.2.2	<ul style="list-style-type: none">shares basic information (e.g., name, address, phone number)identifies familiar people, places, and things (e.g., school, family, friends)copies essential information (e.g., address, phone number)	<ul style="list-style-type: none">shares information with some details (e.g., meaning of their name)identifies familiar people and places while sharing some opinions (e.g., favourite places, family relationships)demonstrates the ability to use the telephone to make an emergency call (e.g., 911, doctor appointment)	<ul style="list-style-type: none">asks for and provides information on familiar topics in structured situationsdescribes basic characteristics of familiar people, places, and things with support (e.g., sister, brother, store, field, barn)records essential information for future use with support	<ul style="list-style-type: none">asks for and provides information on topics without supportdescribes characteristics of familiar people, places, and thingsdescribes basic characteristics of familiar people, places, and things with support (e.g., older/younger, names of store, purpose of place, soccer field, horse barn)records essential information with some detail for future use

Contextual Application

All LAL literacy courses will have topics infused throughout each half-credit course.

Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools

	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: Get Things Done				
Big Ideas: <ul style="list-style-type: none">Guides actions of others.States personal actions.Manages group activities.				
Consolidation of Learning Outcomes 2.2.3 a 2.2.3 b 2.2.3 c	<ul style="list-style-type: none">gives and responds to simple oral instructions or commands with support (e.g., “Open your book.”; “Go to the gym.”)indicates basic needs and wants, using verbal and non-verbal cues (e.g., “Drink.”; “Washroom.”)indicates willingness to do something, using non-verbal cuesresponds appropriately to the rules of turn-taking, with supportresponds appropriately to inappropriate behaviour of others through non-verbal communication	<ul style="list-style-type: none">gives and responds to simple oral instructions or commands without support (e.g., “Open your book.”; “Go to the gym.”)indicates basic needs and wants with some details (e.g., asking permission; “May I...”; “I need help.”)indicates willingness to do something, using verbal cuesresponds appropriately to the rules of turn-taking, producing statements, asking questions, and giving commandsresponds appropriately to inappropriate behaviour of others using simple expressions (e.g., “Please stop!”; “Let’s start.”)	<ul style="list-style-type: none">makes and responds to common requests for assistance, warnings, and other requests with supportstates personal actions in the immediate future, with supportrequests information and expresses needs using language functions with support (e.g., gratitude, appreciation, likes, and dislikes)manages turn-taking (e.g., “It’s your turn.”; “It’s my turn.”)encourages other group members to act appropriately (e.g., “It’s your turn.”; “Please listen.”), with/without support	<ul style="list-style-type: none">makes and responds to common requests for assistance, warnings, and other requestsstates personal actions in the immediate futurerequests information and expresses needs using language functions (e.g., apologizing, complementing, giving advice)manages turn-taking with some direction and agreement (e.g., who goes first, second...)encourages other group members to act appropriately
Learning Targets: Express Themselves in a Variety of Academic Contexts				
Big Ideas: <ul style="list-style-type: none">Transfers prior academic and subject area knowledge.Transfers prior academic concepts and skills.Acquires new knowledge concepts and skills in English.				
Consolidation of Learning Outcomes 2.3.1 a 2.3.1 b	<ul style="list-style-type: none">identifies and connects basic knowledge, concepts, and skills related to prior life experiences for foundational academic purpose with visuals, realia, and their first languagebegins to add basic knowledge, concepts, and skills related to the core subject areas with visuals, realia, and their first languageidentifies basic academic tasks that relate to a cross-section of subject areas with support and modelling	<ul style="list-style-type: none">uses prior knowledge to build upon new learning in social situations with visuals, realia, and their first languageuses basic knowledge, concepts, and skills related to the core subject areas with visuals and realiaidentifies basic academic tasks that relate to a cross-section of subject areas without support and modelling	<ul style="list-style-type: none">draws on prior life experiences in a limited range of academic tasks with visuals, realia, and their first languageuses a limited range of new knowledge, concepts, and skills to complete simple structured academic tasks with visuals, realia, and their first languagedemonstrates the foundational and essential knowledge, skills, and attitudes related to the core subject areas with support	<ul style="list-style-type: none">draws on prior life experiences in a range of academic tasks with visuals, realia, and their first languageuses a developing range of new knowledge, concepts, and skills to complete academic tasks with visuals, realia, and their first languagedemonstrates the foundational and essential knowledge, skills, and attitudes related to the core subject areas

Contextual Application				
All LAL literacy courses will have topics infused throughout each half-credit course.				
Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools				
	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: Express Themselves in a Variety of Non-academic Contexts Big Ideas: <ul style="list-style-type: none"> • Transfers prior knowledge concepts and skills. • Acquires new knowledge concepts and skills. • Uses realia for a variety of non-academic purposes. 				
Consolidation of Learning Outcomes 2.3.2 a 2.3.2 b	<ul style="list-style-type: none"> • recognizes and attempts to connect basic concepts and skills related to prior learning for everyday communication and participation in the community with visuals, realia, and their first language • begins to develop new knowledge, concepts, and skills for communication and participation in the community with visuals, realia, and their first language 	<ul style="list-style-type: none"> • connects basic concepts and skills related to prior learning for everyday communication and participation in the community with visuals, realia, and their first language • uses new knowledge, concepts, and skills for communication and participation in the community with visuals, realia, and their first language 	<ul style="list-style-type: none"> • explores a developing range of basic tasks by drawing on prior learning with visuals, realia, and their first language (e.g., communication; participation in the community and workplace) with support • develops a range of new knowledge, concepts, and skills for everyday communication and participation in the community with visuals, realia, and their first language, with support 	<ul style="list-style-type: none"> • explores a developing range of basic by drawing on prior learning with visuals, realia, and their first language (e.g., communication; participation in the community and workplace) • develops a range of new knowledge, concepts, and skills for everyday communication and participation in the community with visuals, realia, and their first language

Intercultural and Global Citizenship

All LAL literacy courses will have topics infused throughout each half-credit course.

Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools

Phase 1A →

Phase 1B →

Phase 2A →

Phase 2B →

Learning Targets: Self-Affirm and Value First Language, Culture, and Diversity

Big Ideas:

- Values home language.
- Uses home language to make meaning of new vocabulary.
- Recognizes and values cultural diversity of self and others.
- Celebrates diversity across communities.

Consolidation of Learning Outcomes
3.1.1
3.1.2

- | | | | |
|---|---|---|--|
| <ul style="list-style-type: none">• connects new words to first language to make meaning with support (e.g., personal dictionary, picture dictionary)• identifies important personal cultural celebrations and practices with support• engages in activities and experiences involving people of diverse backgrounds and cultures (e.g., soapstone carving, cricket, weaving) | <ul style="list-style-type: none">• connects new words to first language to make meaning (e.g., personal dictionary, picture dictionary)• identifies important personal cultural celebrations and practices• demonstrates a willingness to experience and explore activities involving people from diverse backgrounds and cultures | <ul style="list-style-type: none">• recognizes similarities and differences among their first language, English, and other languages.• recognizes and shares similarities and differences among personal cultural heritage and other cultures in the classroom• celebrates differences found across cultural practices that involve people of diverse cultural backgrounds and cultures with support (e.g., Lunar New Year) | <ul style="list-style-type: none">• shares similarities and differences among their first language, English, and other languages.• recognizes and shares similarities and differences among personal cultural heritage and other cultures beyond the classroom• collaborates and reflects on the significance of diversity |
|---|---|---|--|

Learning Targets: Explore Personal Academic and Future Opportunities

Big Ideas:

- Demonstrates a basic understanding of school documents.
- Understands and communicates a personal educational plan.
- Identifies and communicates an understanding of personal interests.
- Uses knowledge and understanding of self to set goals.

Consolidation of Learning Outcomes
3.1.?

- | | | | |
|--|---|--|---|
| <ul style="list-style-type: none">• recognizes basic vocabulary regarding school levels in Canada (i.e., Early Years, Middle Years, Senior Years, university/college) with support• acquires basic vocabulary to access information on report card (e.g., subject areas, percent, platform, behaviour expectations, standards)• recognizes and uses vocabulary for identifiable jobs found in and around the community (e.g., teacher, doctor, cashier, server, firefighter, police officer)• identifies and labels areas of interest such as reading, music, animals | <ul style="list-style-type: none">• uses basic vocabulary to communicate understanding of the educational pathway in Canada (i.e., Early Years, Middle Years, Senior Years, university/college/vocational schools) with support• with support, accesses report card and looks for key information• with support, generates a list of age-appropriate places to work in the community• communicates areas of personal interest surrounding career and job paths | <ul style="list-style-type: none">• knows and can communicate basic understanding for high school graduation (e.g., credits and classes)• accesses report card and communicates a basic understanding• identifies possible future careers based on interests• demonstrates ability to fill out a basic job application with support• with or without support, chooses correct terms to search for job postings in the local area• demonstrates an understanding of different educational institutions (e.g., trades, academic, workplace training) with support | <ul style="list-style-type: none">• identifies and sets goals to work towards high school graduation (e.g., identifies classes required, sets out a high school plan) with support• communicates and shares a basic understanding of report card comments and identifies areas that require support and areas of excellence• independently fills out a basic job application• chooses correct terms to search for job postings in the local area• demonstrates an understanding of different educational institutions (e.g., trades, academic, workplace training)• generates and communicates a long-term career plan or path |
|--|---|--|---|

Intercultural and Global Citizenship

All LAL literacy courses will have topics infused throughout each half-credit course.

Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools

Phase 1A →

Phase 1B →

Phase 2A →

Phase 2B →

Learning Targets: Demonstrates Knowledge of Canada

Big Ideas:

- Demonstrates knowledge of Canada’s geography, history and development.
- Demonstrates knowledge of Canada’s peoples, cultures, and traditions.
- Demonstrates a basic understanding of democracy and Canada’s government.

Consolidation of Learning Outcomes
3.2.1
3.2.2
Geography
Symbols
Indigenous
Celebrations/
Identity
Experiences

- copies city, province, and country on a map
- demonstrates an understanding of cardinal directions
- answers what city, province, and country they live in
- recognizes basic symbols of Canada (e.g., national flag, maple leaf)
- identifies Indigenous Peoples as Canada’s First Peoples (i.e., First Nations, Métis, Inuit)
- demonstrates a developing awareness of holidays/celebrations (e.g., Terry Fox Run, Hallowe’en, Remembrance Day, Orange Shirt Day, New Year’s Day, Festival du Voyageur)

- labels capital cities, provinces, and territories in Canada with support
- identifies provincial flag, bison, canoe, inuksuk, Turtle Island
- explores the people of the area – specific treaties (e.g., Medicine Wheel, Talking Circle)
- introduces government structure and people (e.g., municipal, provincial, federal, Indigenous government, mayor, premier, prime minister, chief)
- shares personal holidays and celebrations, and recognizes those of classmates with support
-

- identifies key features of provinces and territories with support (e.g., coastal, mountains, prairies, the North)
- identifies map features
- compares Canadian/provincial symbols with symbols from other places with support
- develops an understanding of Indigenous history in Canada including residential schools, 60s scoop, treaty (e.g., key vocabulary: separated, taken away, European, children, freedom, language)
- introduces significant historical and political figures
- develops basic understanding of Canada as a democracy (e.g., vote, ballot, choice, political parties)
- shares personal holidays and celebrations, and recognizes those of classmates

- identifies key features of provinces and territories (coastal, mountains, prairies, the North)
- makes their own flag or cultural symbols
- demonstrates an understanding of the Seven Sacred Teachings
- identifies one area of the 94 recommendations for Truth and Reconciliation and puts this into action
- identifies significant historical and political figures
- demonstrates a basic understanding of the Canadian electoral process (e.g., candidates, elections, voting)
- shares personal holidays and celebrations, recognizes those of classmates, and identifies Canadian holidays and celebrations

Learning Targets: Demonstrates Global Citizenship

Big Ideas:

- Respects the cultural practices, values, and behaviours of self and others.
- Participates in school and community events.

Consolidation of Learning Outcomes
3.3.1
3.3.2

- respectfully recognizes similarities and differences between self and others with support
- participates in school events as part of a class experience

- demonstrates a developing understanding of the similarities and differences between self and others as positively contributing to class, school, and community culture, with support
- attends and demonstrates a basic understanding of various school events

- demonstrates an understanding of the similarities and differences between self and others as positively contributing to class, school, and community culture through inclusive actions
- understands and participates in school events independently

- supports peers in developing an understanding of the similarities and differences between self and others as positively contributing to class, school, and community culture
- understands, participates in, and encourages others to attend school events

<div>Strategic Competency</div> <div>All LAL literacy courses will have topics infused throughout each half-credit course.</div> <div>Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools</div>				
Strands	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: Language Learning Strategies Big Ideas: <ul style="list-style-type: none"> • Uses cognitive strategies appropriately. • Uses meta cognitive strategies appropriately. • Uses social/affective strategies appropriately. 				
Consolidation of Learning Outcomes 4.1.1 4.1.2 4.1.3	<ul style="list-style-type: none"> • listens attentively • performs actions to match words of a song, story, or rhyme • learns short rhymes or songs, incorporating new vocabulary or sentence patterns • imitates sounds and intonation patterns • memorizes new words by repeating them silently or aloud • repeats phrases in the course of performing a language task • makes personal dictionaries • uses mental images to remember new information • uses available technological aids to support language learning (e.g., recorders, computers) • uses word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember • repeats new words and expressions occurring in their own conversations, and makes use of these new words and expressions as soon as appropriate 	<ul style="list-style-type: none"> • seeks the precise term to express meaning • groups together sets of things with similar characteristics (e.g., vocabulary, structures) • looks for patterns and relationships • finds information, using reference materials such as dictionaries, textbooks, and grammar guidebooks • seeks opportunities outside of class to practise and observe • checks copied writing for accuracy • makes choices about how they learn • rehearses or role-plays language • listens to or reads for keywords • participates in shared reading experiences • seeks the assistance of a friend to interpret a text • works cooperatively with peers in small groups • reduces anxiety by using mental techniques such as positive self-talk or humour • works with others to solve problems and get feedback on tasks 	<ul style="list-style-type: none"> • initiates interaction with others • experiments with the language • identifies similarities and differences between aspects of the English language and their own language • uses previously acquired knowledge to facilitate a learning task • associates new words or expressions with familiar ones, either in English or in their own language • places new words or expressions in a context to make them easier to remember • uses induction to generate rules governing language use • perceives and notes unknown words and expressions, noting also their context and function • makes choices about how they learn • reflects on learning tasks with the guidance of the teacher • makes a plan in advance about how to approach a language learning task • reflects on the listening, reading, and writing process • evaluates their own performance or comprehension at the end of a task 	<ul style="list-style-type: none"> • evaluates their own performance or comprehension at the end of a task • experiences various methods of language acquisition and identifies one or more considered to be personally useful • demonstrates awareness of the potential of learning through direct exposure to the language • knows how strategies may enable coping with texts containing unknown elements • identifies problems that might hinder successful completion of a task and seeks solutions • monitors their own speech and writing to check for persistent errors • demonstrates awareness of their own strengths and weaknesses, and identifies their own needs and goals • understands that making mistakes is a natural part of language learning • experiments with various forms of expression and notes their acceptance or non-acceptance by more experienced speakers • uses self-talk to feel competent to do the task

<div>Strategic Competency</div> <div>All LAL literacy courses will have topics infused throughout each half-credit course.</div> <div>Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools</div>				
Strands	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: Language-Use Strategies Big Ideas: <ul style="list-style-type: none"> • Demonstrates receptivity. • Demonstrates productivity. • Demonstrates interactivity. 				
Consolidation of Learning Outcomes 4.2.1 4.2.2 4.2.3	<ul style="list-style-type: none"> • determines the purpose of listening • listens or looks for keywords • uses illustrations to aid reading comprehension • uses knowledge of the sound-symbol system to aid reading comprehension • observes gestures, intonation, and visual supports to aid comprehension • mimics what the teacher says • uses non-verbal means to communicate • copies what others say or write • uses words visible in the immediate environment • indicates lack of understanding, non-verbally (e.g., “what did you mean?” raised eyebrows, blank look) • interprets and uses a variety of non-verbal cues to communicate (e.g., mime, pointing, gestures, drawing pictures) 	<ul style="list-style-type: none"> • assesses their own information needs before listening, viewing, or reading • prepares questions or a guide to note information found in the text • rereads several times to understand ideas • uses various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas • uses familiar repetitive patterns from stories, songs, rhymes, or media • uses illustrations to provide detail when producing their own texts • uses familiar sentence patterns to form new sentences • takes notes when reading or listening to assist in producing their own texts • uses resources to increase vocabulary • asks for clarification or repetition when they do not understand (e.g., “Can you say that again?”; “Please repeat the question.”) 	<ul style="list-style-type: none"> • makes predictions about what they expect to hear or read based on prior knowledge and personal experience • uses key content words or discourse markers to follow an extended text • uses skimming and scanning to locate key information in texts • infers probable meanings of unknown words or expressions from contextual clues • demonstrates awareness of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading) correction (grammar, spelling, punctuation) • compensates for avoiding difficult structures by rephrasing • asks for confirmation that the form used is correct • uses other speakers’ words in subsequent conversations • uses descriptions, explanations, or various words and phrases to compensate for lack of specific terms 	<ul style="list-style-type: none"> • summarizes information gathered • makes connections between texts on the one hand and prior knowledge and personal experience on the other • uses descriptions, explanations, or various words and phrases to compensate for a lack of specific terms (circumlocution) • uses a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammar guidebooks) • applies grammar rules to improve accuracy at the correction stage • revises and corrects the final version of text • starts again, using a different tactic, when communication breaks down • uses fillers, hesitation devices, and gambits to sustain conversations

<div>Strategic Competency</div> <div>All LAL literacy courses will have topics infused throughout each half-credit course.</div> <div>Technology and Social Media • Indigenous Knowledge and Perspectives • Manitoba Global Competencies • Safe and Caring Schools</div>				
Strands	Phase 1A →	Phase 1B →	Phase 2A →	Phase 2B →
Learning Targets: General Learning Strategies Big Ideas: <ul style="list-style-type: none"> • Use cognitive strategies appropriately. • Use metacognitive strategies appropriately. • Use social/affective strategies appropriately. 				
Consolidation of Learning Outcomes 4.3.1 4.3.2 4.3.3	<ul style="list-style-type: none"> • classifies objects and ideas according to their attributes (e.g., red objects and blue objects, or animals that eat meat and animals that eat plants) • uses models • experiments with and concentrates on one thing at a time • focuses on and completes learning tasks • copies key words and concepts in abbreviated form—verbal, graphic, or numeric—to assist with performance of a learning task. (e.g., 1. listen, 2. draw, 3. write) • uses mental images to remember new information • watches others’ actions and copies them • seeks help from others • follows their own natural curiosity and intrinsic motivation to learn • chooses learning activities that enhance understanding and enjoyment 	<ul style="list-style-type: none"> • reflects on learning tasks with the guidance of the teacher • chooses from various study techniques • discovers how their own efforts can affect learning • connects what is already known with what is being learned • reflects upon their own thinking processes and how they learn • decides in advance to attend to the learning task • divides an overall learning task into a number of subtasks • makes a plan in advance about how to approach a task • identifies their own needs and interests • manages their own physical working environment • demonstrates a determination to try, even though mistakes may be made • takes part in group decision-making processes. • uses support strategies to help peers persevere at learning tasks (e.g., offers encouragement, praise, ideas) • takes part in group problem-solving processes 	<ul style="list-style-type: none"> • distinguishes between fact and opinion when using a variety of sources of information • formulates key questions to guide research • uses word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember • seeks information through a network of sources, including libraries, the Internet, individuals, and agencies • works with others to monitor their own learning • participates in cooperative group learning tasks 	<ul style="list-style-type: none"> • makes inferences and identifies and justifies the evidence on which these inferences are based • uses previously acquired knowledge or skills to assist with a new learning task • works with others to monitor their own learning • takes responsibility for planning, monitoring, and evaluating learning experiences • monitors their own level of anxiety about learning tasks, and takes measures to lower it if necessary (e.g., deep breathing, laughter) • uses social interaction skills to enhance group learning



Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

Progression of Suggested Lexicon Development

Progression of Suggested Lexicon Development

LAL Literacy: Progression of Suggested Lexicon Development						
Topic	LAL Phase 1		LAL Phase 2		Suggested Activities for Class	
	1A	1B	2A <i>With guidance and support Familiar Topics</i>	2B <i>With guidance and support Familiar Topics</i>	1	2
Academic Language	<ul style="list-style-type: none">colours, numbers, shapesbasic information	<ul style="list-style-type: none">core vocabulary (ELA, social studies, science, math)	<ul style="list-style-type: none">core academic vocabulary (ELA, social studies, science, math)	<ul style="list-style-type: none">core academic vocabulary (ELA, social studies, science, math)	<ul style="list-style-type: none">word wallcardstrading cardsvocabulary quiz games	<ul style="list-style-type: none">word wallcardsexperimentsvocabulary quiz games
People	<ul style="list-style-type: none">greetingsfamilyclothing	<ul style="list-style-type: none">human bodyemotions	<ul style="list-style-type: none">personality traitsfriendships	<ul style="list-style-type: none">complexity of relationships	<ul style="list-style-type: none">family treepresentationall about meemojisimple interviews	<ul style="list-style-type: none">create an emblemsocial media pageteamwork style games
Social-Emotional Learning	<ul style="list-style-type: none">regulation strategies (breathing, walking, asking for a break, identifying where/who to get help)	<ul style="list-style-type: none">regulation strategies (asking for needs and wants, self-awareness)	<ul style="list-style-type: none">connecting to your body through regulation strategiesbenefits of being self-aware	<ul style="list-style-type: none">life applicationsmental health resources outside the classroom	<ul style="list-style-type: none">taking a walk in the communitysocial storiesmindfulness activities: meditation, colouring, painting, walking	<ul style="list-style-type: none">guess speaker from communitysupport agencies
Characteristics of People and Places	<ul style="list-style-type: none">five senses: touch, smell, taste, sight, hearingrecycling and garbage	<ul style="list-style-type: none">animals and plantscommunity services (eye doctor, dentist, 911)	<ul style="list-style-type: none">healthy livingflora and fauna	<ul style="list-style-type: none">biology terms: academic terms such as body systemsenvironmental global issues	<ul style="list-style-type: none">community scavenger huntpicture book of local placesvisit recycling centresorting activity	<ul style="list-style-type: none">sleep logsurvey of healthy choicesvisit wilderness centresphotography of local places/flora and fauna
Activities	<ul style="list-style-type: none">daily routinesfoods/meals	<ul style="list-style-type: none">hobbiesleisure	<ul style="list-style-type: none">sports and exercisesrecreation	<ul style="list-style-type: none">weather and travel	<ul style="list-style-type: none">go to a restaurant or taste foods and review or describe themplan and take part in a group meal	<ul style="list-style-type: none">fitness plan or logvisit to the local fitness facilities and community centresvisit a local weather or radio stationtravel brochure
Important Dates and Seasons	<ul style="list-style-type: none">celebrationscalendar: day, month, year, today, tomorrow, yesterday	<ul style="list-style-type: none">celebrations how and whybirthdays and documentsvariations in calendar	<ul style="list-style-type: none">celebrations compare and contrastdocuments in detail	<ul style="list-style-type: none">culturesidentity	<ul style="list-style-type: none">make a recipe bookmake personal calendars with picturescalendar of cultural celebrations for the classroom	<ul style="list-style-type: none">interview people/peers who have different celebrationsshare about personal celebrationsplan a display in the school to inform about culture

LAL Literacy: Progression of Suggested Lexicon Development

Topic	LAL Phase 1		LAL Phase 2		Suggested Activities for Class	
	1A	1B	2A <i>With guidance and support Familiar Topics</i>	2B <i>With guidance and support Familiar Topics</i>	1	2
Weather and Geography	<ul style="list-style-type: none"> vocabulary local geography: Canadian—where they live, place on map 	<ul style="list-style-type: none"> apps and temperature national geography: provinces 	<ul style="list-style-type: none"> global landforms space and planets 	<ul style="list-style-type: none"> world weather patterns geography 	<ul style="list-style-type: none"> picture dictionary of terms fashion show of seasonal wear daily recording of temperature for an identified time period 	<ul style="list-style-type: none"> planetarium online field trips museums longitude and latitude string activities plan a trip, pack a suitcase
Home	<ul style="list-style-type: none"> types of housing rooms and furnishings 	<ul style="list-style-type: none"> appliances and repairs building: (elevator, escalator, floors) 	<ul style="list-style-type: none"> variety of homes identity: “Who am I?” “Where is home?” 	<ul style="list-style-type: none"> house vs. home identity: compare and contrast family structures 	<ul style="list-style-type: none"> design a room design a house visit a local hardware store repair scenarios: write them up and whom do they call? 	<ul style="list-style-type: none"> Google maps Identity-based artwork: masks, portraits, emblems family genealogy
Classroom and School	<ul style="list-style-type: none"> essential school supplies simple actions (raise hand, command words) subjects schedules safety routines 	<ul style="list-style-type: none"> building and facility classroom furnishings safety and health assignments and assessments school events, community and extracurricular 	<ul style="list-style-type: none"> assessments and report cards plagiarism and research cultural learning style technology tools for school educational requirements 	<ul style="list-style-type: none"> graduation pathway educational institutions understanding consequences of plagiarism school community and institutions: trades, workplace 	<ul style="list-style-type: none"> matching activities lists scavenger hunts join school events and clubs 	<ul style="list-style-type: none"> create a graduation path set goals meet school councillor visit post-secondary campuses invite speakers in
Workplace	<ul style="list-style-type: none"> routines: being on time, planning getting there simple actions, routines identify jobs 	<ul style="list-style-type: none"> identify aptitudes and areas for growth careers options 	<ul style="list-style-type: none"> resumé application forms interview career planning 	<ul style="list-style-type: none"> workplace etiquette safety and rights educational pathways for careers 	<ul style="list-style-type: none"> “Simon says” style games list of jobs in the areas multiple intelligences: plasticine brain reflections 	<ul style="list-style-type: none"> goal setting exploring skill sets: cook something, sew, build, climb role-playing workplace etiquette, safety, and expectations research for career pathways
Community	<ul style="list-style-type: none"> public places: library, rec center, theatre, grocery stores directions 	<ul style="list-style-type: none"> public transportation essential shopping pets 	<ul style="list-style-type: none"> driver’s ed maps, directions popular stores and restaurants shopping 	<ul style="list-style-type: none"> organizations and agencies volunteering 	<ul style="list-style-type: none"> visit local places: movie theatre, grocery stores make a map follow directions to reach a certain place 	<ul style="list-style-type: none"> guest speakers go shopping find volunteer opportunities Initiate contact with outside agencies and services (self-advocate)
Technology	<ul style="list-style-type: none"> basic computer use/ literacy using websites phone school 	<ul style="list-style-type: none"> media types apps and phone school-based technology applications 	<ul style="list-style-type: none"> identify search terms cite sources social media safety and use 	<ul style="list-style-type: none"> how to research choice of websites value of website 	<ul style="list-style-type: none"> typing program explore the web and apps 	<ul style="list-style-type: none"> social media videos true and false games
Indigenous	<ul style="list-style-type: none"> Talking Circle Indigenous Peoples 	<ul style="list-style-type: none"> Medicine Wheel relationship to the land 	<ul style="list-style-type: none"> treaties residential schools 	<ul style="list-style-type: none"> awareness of current Indigenous perspectives 	<ul style="list-style-type: none"> learn the Seven Teachings visit an Indigenous storytelling 	<ul style="list-style-type: none"> guest speakers guest elders sweat lodge



Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

Progression of Infused Topics

Progression of Infused Topics

Technology and Social Media				
Learning Target	Create an awareness of the roles and responsibilities of technology and social media.			
Big Ideas	<ul style="list-style-type: none">• Critical and Creative Thinking• Health and Safety• Ethics and Responsibility• ICT Literacy			
Rationale	Infusing technology with English language learning can provide many benefits to students. Throughout the curriculum, teachers can infuse technology and social media tools to enhance student learning experiences as well as provide assistive technology for language learners. This exposes students to common technology applications they may find elsewhere at school and work, increases their engagement, and improves their access to online language translation tools and opportunities to apply basic research skills.			
Consolidation of outcomes from <i>Literacy with ICT Across the Curriculum</i> G1.1 G2.1 P2.1 G1.2 G2.2 P2.2 G1.3 G2.3 P2.3 G1.4 G2.4 G2.4 P2.4	Phase 1A	Phase 1B	Phase 2A	Phase 2B
	<ul style="list-style-type: none">• gathers information from given source(s) (primary or secondary)• identifies relevant information from sources• uses a given format to demonstrate learning	<ul style="list-style-type: none">• gathers information from additional sources (student-identified)• identifies whether information is sufficient and/ or suitable for purpose and audience• selects from a variety of given formats to demonstrate learning	<ul style="list-style-type: none">• uses a variety of strategies for gathering information• evaluates whether information and sources are current, reliable, and valid• modifies or combines given formats to demonstrate learning	<ul style="list-style-type: none">• evaluates the effectiveness of multiple strategies for gathering information• evaluates information and sources to determine context, perspective, bias, and/or motive• creates work using a student-generated format to demonstrate learning

Indigenous Knowledge and Perspectives

Learning Target	An awareness of Indigenous perspectives, histories, and cultures.
Big Ideas	<ul style="list-style-type: none">Indigenous nations are diverse in languages, history, culture, customs, and experiences.The circle is an important symbol in Indigenous cultures and worldviews.Mental, emotional, spiritual, and physical understandings of self are important aspects of balancing well-being.Indigenous and Canadian histories are varied and complex.Elders and Knowledge Keepers have an integral role in the revitalization, preservation, and maintenance of Indigenous languages and cultures.Medicine WheelFour Questions, as explained by former Senator Murray Sinclair relating to Indigenous identity formation: Where do I come from? (Who are my ancestors? Who are my ancestors’ heroes?) Where am I going? Why am I here? (What’s my purpose?) Who am I? (The totality of it all)Seven Sacred Teachings Manitoba’s Peg City Pictures has created this series on the Seven Sacred Laws (Anishinabemowin), written by Anishinaabe Elder Dr. David Courchene and directed by Erica Daniels of Peguis First Nation.<ul style="list-style-type: none">Episode 2: Buffalo (Respect): To honour all of the Creation is to have RESPECT. www.youtube.com/watch?v=HpcASaF104kEpisode 3: Eagle (Love): To know LOVE is to know peace. www.youtube.com/watch?v=2Z8Zz6nzDTEEpisode 4: Bear (Courage): COURAGE is to face the foe with integrity. www.youtube.com/watch?v=yCwp4vOFBFsEpisode 5: Sabe (Honesty): HONESTY also means “righteousness”—be honest first with yourself—in word and action. www.youtube.com/watch?v=YiOpxr04TCkEpisode 6: Beaver (Wisdom): To cherish knowledge is to know WISDOM. www.youtube.com/watch?v=nTjc9AAvbtQEpisode 7: Wolf (Humility): HUMILITY is to know yourself as a sacred part of the Creation. www.youtube.com/watch?v=ueXqvHDne_0Episode 8: Turtle (Truth): TRUTH is to know all of these things. www.youtube.com/watch?v=ap7kRzXqRYE
Rationale	Although not explicitly included in this curriculum, teachers are expected to infuse Indigenous histories, cultures, and perspectives strategically as content that enriches the teaching of skills and practices. The Indigenous topics listed below—the Indigenous Peoples and their cultures, their timeline in Turtle Island (NA), the treaties, and the 94 TRC recommendations—are expected to be infused as topics scaffolded across the two phases of the LAL curriculum.

Indigenous Knowledge and Perspectives				
Consolidation of outcomes Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes GLO 1: Language Competence GLO 2: Language Learning Strategies GLO 3: Language Use in Context GLO 4: Cultural Linguistic Diversity	Phase 1A	Phase 1B	Phase 2A	Phase 2B
	<ul style="list-style-type: none"> identifies Indigenous Peoples as Canada’s first peoples (First Nations, Métis, Inuit) explores timeline of Indigenous Peoples on Turtle Island, and pre-contact map explores Indigenous treaty principles—Niagara treaty focuses on Manitoba Treaties # 1, 2, 3, 5 explores <i>All Creation Represented: A Child’s Guide to the Medicine Wheel</i> by Joyce Lynn Perreault creates an Identity Medicine Wheel, filling in one-word answers to the four questions explores Treaty Tales book series by Betty Lynxleg (MFNERC) (Grades 1–6) 	<ul style="list-style-type: none"> develops awareness of Indigenous cultural symbols and practices: bison, canoe, Inuksuk, Turtle Island, Medicine Wheel, Talking Circle explores Indigenous relationship to the land (housing and travel, hunting and gathering, agriculture patterns) identifies specific peoples and agreements of your area explores <i>All Creation Represented</i> by Joyce Lynn Perreault (<i>A Child’s Guide to the Medicine Wheel</i>) creates an Identity Medicine Wheel, filling in one-word answers to the four questions explores <i>Go Show the World: A Celebration of Indigenous Heroes</i> by Wab Kinew (children’s picture book) explores The Seven Teachings series by Katherena Vermette creates a picture book to teach about their culture explores Treaty Tales book series (MFNERC) (Grades 1–6) 	<ul style="list-style-type: none"> recognizes effect of colonial/settler interactions with Indigenous Peoples on their culture (e.g., trade, disease, wars) identifies residential schools in or near the area, 60s Scoop explores specific numbered treaty of the area in which they live participates in Learning Circle with teacher-provided prompt explores <i>All Creation Represented</i> by Joyce Lynn Perreault (<i>A Child’s Guide to the Medicine Wheel</i>) creates an Identity Medicine Wheel, filling in one-word answers to the four questions explores “I am” Poem in Red Rising magazine’s education issue (Identity poem created by Indigenous youth) explores The Seven Teachings series by Katherena Vermette creates a picture book to teach about their culture explores <i>Treaty Words, As Long as the River Flows</i> (Grades 4–6) 	<ul style="list-style-type: none"> develops awareness of current Indigenous cultural events: Orange Shirt Day, Festival du Voyageur, National Indigenous Day, MMIW Day of Action explores map of current reservation system and current Indigenous relationships to Canada identifies one of the 94 recommendations for Truth and Reconciliation, and explores how to put this into action participates in Learning Circle with teacher-provided prompt explores <i>All Creation Represented: A Child’s Guide to the Medicine Wheel</i> by Joyce Lynn Perreault creates an Identity Medicine Wheel, filling in one-sentence answers to the four questions. creates a video demonstrating how one can live by the Seven Teachings explores <i>The Sacred Tree</i> by Judie Bopp (paragraphs with some images throughout) creates a picture book to teach about their culture and compare to the Indigenous culture explores <i>Indigenous Life in Canada: Treaties PB</i> (Grades 4–7) by Simon Rose
References	Manitoba Education, Citizenship and Youth. <i>Kindergarten to Grade 12 Aboriginal Languages and Cultures: Manitoba Curriculum Framework of Outcomes</i> . Manitoba Education, Citizenship and Youth, 2007, www.edu.gov.mb.ca/k12/abedu/framework/k-12_ab_lang.pdf .			



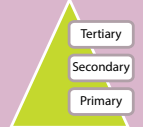

Indigenous Knowledge and Perspectives

Resources

- “Full Circle: First Nations, Métis, Inuit Ways of Knowing” by Ontario Secondary School Teachers’ Federation (OSSTF/FEESO). *Protecting and Enhancing Public Education*. www.osstf.on.ca/full-circle-first-nations-metis-inuit-ways-of-knowing
- Whose Land (maps of traditional territories): Whose Land is a web-based app that uses GIS technology to assist users in identifying Indigenous nations, territories, and communities across Canada. www.whose.land/en/
- *Incorporating Aboriginal Perspectives: A Theme-Based Curricular Approach* by Manitoba Education and Early Childhood Learning. www.edu.gov.mb.ca/k12/abedu/perspectives/concepts.html
- *First Nations and Treaty Areas in Manitoba* by Government of Canada. www.sac-isc.gc.ca/eng/1100100020576/1616073943706
- Treaties in Canada: Education Guide: Developed by Historica Canada, this resource is a learning tool to assist in teaching Middle Years students about treaties in Canada. <http://education.historicacanada.ca/en/tools/260>
- Indigenous Peoples of Manitoba: A Guide for Newcomers: This resource, developed by the Mennonite Central Committee, was developed for newcomers to Canada to help them understand how those of us who are not Indigenous Manitobans are settlers here and share a responsibility to learn from our Indigenous neighbours and build relationships of friendship and respect. <https://mcccanada.ca/media/resources/4186>
- National Centre for Truth and Reconciliation: “The NCTR is a place of learning and dialogue where the truths of the residential school experience will be honoured and kept safe for future generations.” <https://nctr.ca>
- “Reserves in Manitoba” by Peter Kulchyski. *The Canadian Encyclopedia*, 2020. www.thecanadianencyclopedia.ca/en/article/reserves-in-manitoba
- “Timeline: Indigenous Peoples” by *The Canadian Encyclopedia*. www.thecanadianencyclopedia.ca/en/timeline/first-nations
- Legacy of Hope Foundation: The Legacy of Hope Foundation is a national, Indigenous-led, charitable organization that promotes healing and reconciliation by educating and raising awareness about the history and existing intergenerational impacts of the residential school system and the Sixties Scoop on Indigenous Survivors, their descendants, and their communities. <https://legacyofhope.ca/>
- First Peoples Principles of Learning: This poster, created by the First Nations Education Steering Committee of British Columbia, is a teacher resource that outlines Indigenous ways of understanding learning. www.fnesc.ca/first-peoples-principles-of-learning/
- First Contact: This is an APTN TV series where six Canadians who are unfamiliar with Indigenous cultures leave their everyday lives behind and embark on a 28-day journey that challenges their attitudes and sheds light on the true Indigenous experience. www.apntv.ca/firstcontact/
- Indigenous Peoples Atlas of Canada: This resource, developed by Canadian Geographic, is divided into four sections: Truth and Reconciliation, First Nations, Inuit, and Métis. <https://indigenouspeoplesatlasofcanada.ca/>
- Beyond 94: Truth and Reconciliation in Canada: In March 2018, CBC News launched the *Beyond 94* website to monitor progress on the Truth and Reconciliation Commission’s 94 Calls to Action. www.cbc.ca/newsinteractives/beyond-94

Manitoba Global Competencies

Learning Target	Preparing Students for an Ever-Changing World and Recognizing the Core Competencies needed—Socially, Personally, and Academically—to Navigate Pathways for Success			
Big Ideas	<ul style="list-style-type: none">• Critical Thinking and Problem Solving• Innovation, Creativity, and Entrepreneurship• Learning to Learn/Self-Awareness and Self-Direction• Collaboration• Communication• Global Citizenship and Sustainability			
Rationale	Teachers can infuse the Manitoba global competencies throughout each half course—using context from ELA, science, and social studies. Consolidation of outcomes from Curriculum Essentials, K–8 Socials Studies and Science, and ELA Living Document are integral to the development of academic language in the foundational literacy course.			
	Phase 1A	Phase 1B	Phase 2A	Phase 2B
Creativity	<ul style="list-style-type: none">• explores and plays with ideas	<ul style="list-style-type: none">• expresses ideas, concepts, and solutions	<ul style="list-style-type: none">• demonstrates open-mindedness, curiosity, and flexibility	<ul style="list-style-type: none">• perseveres to put ideas into action
Critical Thinking	<ul style="list-style-type: none">• demonstrates knowledge and ideas	<ul style="list-style-type: none">• expresses and understands facts versus opinion	<ul style="list-style-type: none">• makes thoughtful, informed decisions	<ul style="list-style-type: none">• reflects on outcomes and implications of those decisions
Communication	<ul style="list-style-type: none">• demonstrates awareness of language making sense for communication	<ul style="list-style-type: none">• expresses and understands language as a system	<ul style="list-style-type: none">• manages language for personal expression and exploring interactions with others in multiple ways for a variety of purposes	<ul style="list-style-type: none">• applies language for deeper learning and multiple purposes and audiences.
Collaboration	<ul style="list-style-type: none">• demonstrates knowledge of core academics and working together on common goals	<ul style="list-style-type: none">• understands core academics and working together on common goals	<ul style="list-style-type: none">• demonstrates inquiry of core academics and openness to different perspectives	<ul style="list-style-type: none">• researches within core academics and exchanges and negotiates ideas
Citizenship	<ul style="list-style-type: none">• explores citizenship and understanding of self, others, and the natural world	<ul style="list-style-type: none">• engages in citizenship concepts such as making choices that contribute to the community	<ul style="list-style-type: none">• participates as a responsible citizen,• engaging and working towards a more compassionate and sustainable world	<ul style="list-style-type: none">• promotes citizenship using one’s power and agency to take action to contribute to justice, equity, and fairness in the community
Connection to Self	<ul style="list-style-type: none">• recognizes the value of their gifts, culture, history, and well-being	<ul style="list-style-type: none">• demonstrates knowledge and awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of well-being and learning	<ul style="list-style-type: none">• develops hope, resilience, confidence, self-respect, and identifying self-regulation strategies	<ul style="list-style-type: none">• empowers oneself to act with mindfulness and intention using a growth mindset to work towards lifelong learning
References	Manitoba Global Competencies Curriculum Essentials K–8 Socials Studies and Science ELA Living Document			

Safe and Caring Schools					
Learning Target		A whole-school approach focusing on implementing change, sustaining a safe school environment and promoting belonging.			
Big Ideas		<ul style="list-style-type: none"> • Understands healthy living • Understands community and society systems • Understands how to identify and prioritize wants and needs • Understands strength-based practices 			
Rationale		Teachers can implement the safe and caring schools approach by infusing the key topics that recognize that healthy young people learn better and achieve more. Creating a sense of safety and belonging in schools encourages students to make healthy lifestyle choices and supports well-being.			
		Phase 1A	Phase 1B	Phase 2A	Phase 2B
Comprehensive School Health 		<ul style="list-style-type: none"> • Healthy lifestyle choices 	<ul style="list-style-type: none"> • Healthy relationships 	<ul style="list-style-type: none"> • Mental health 	<ul style="list-style-type: none"> • Suicide prevention and intervention
Social-Ecological Systems 		<ul style="list-style-type: none"> • Student and family 	<ul style="list-style-type: none"> • Classroom and school 	<ul style="list-style-type: none"> • Local community 	<ul style="list-style-type: none"> • Globals
Three-Tiered Planning 		<ul style="list-style-type: none"> • School 	<ul style="list-style-type: none"> • Community and health 	<ul style="list-style-type: none"> • Educational pathways 	<ul style="list-style-type: none"> • Career planning
Strengths-Based Practices 	Social-Emotional Learning	<ul style="list-style-type: none"> • Self-awareness 	<ul style="list-style-type: none"> • Social awareness 	<ul style="list-style-type: none"> • Self-management and relationship skills 	<ul style="list-style-type: none"> • Responsible decision making
	Identifying Positive Behavioural Supports	<ul style="list-style-type: none"> • Appropriate school norms and expectations 	<ul style="list-style-type: none"> • Explicit teaching of formal and informal behaviours and language (teachers vs. friends) 	<ul style="list-style-type: none"> • Proactive teaching of behavioural expectations and problem-solving skills 	<ul style="list-style-type: none"> • Prosocial problem solving
	Restorative Practices	<ul style="list-style-type: none"> • Identify problems and generate solutions with support 	<ul style="list-style-type: none"> • Support positive change 	<ul style="list-style-type: none"> • Bridge damaged relationships 	<ul style="list-style-type: none"> • Foster and support resiliency in unfamiliar situations and new environments
References		<i>Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging</i> (www.edu.gov.mb.ca/k12/docs/support/whole_school/document.pdf)			



Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

LAL Literacy Phase 1A—Half-Credit Course

LAL Literacy Phase 1A

Introduction

Who are 1A learners? Learners who are entering LAL Phase 1A are beginning EAL learners who have had no/little prior formal schooling even though they are adolescents or young adults. They are preliterate or have very limited literacy skills in any language and limited numeracy skills. Students will learn to listen, repeat, mimic, copy, and respond with yes/no to ideas and goals in the classroom setting. The overall goal of LAL Phase 1A instruction is to help students

- be welcomed to the school and adapt to the classroom and school environment
- develop basic interpersonal communication skills (BICS) in English
- develop emergent literacy skills

Some of the general characteristics that may be seen in students entering Phase 1A would be some awareness of text but little to no experience decoding text (e.g., no sound/symbol correspondence, no concepts of words or sentences, sight words, directionality—top to bottom, front to back, left to right). Some LAL 1A students may have had little experience with writing implements (e.g., pencils, pens, crayons, chalkboards, paper) and are unfamiliar with using books and technology. Some LAL 1A students may also be unfamiliar with basic classroom, school, and social routines/culture/expectations (e.g., where to sit, when permission is needed to perform certain tasks, or what bells and alarms represent).

The purpose of the LAL 1A course is to focus on curricular outcomes from the Manitoba LAL curriculum, including linguistic competencies, the contextual applications, intercultural awareness, and literacy strategies. In the LAL 1A course, students will be asked to demonstrate their understanding of specific skills related to each strand through vocabulary topics within a theme. The theme helps with designing lessons to enhance a rich language-learning environment for fundamental literacy building.

There will be extensive teacher direction required in Phase 1A for learners to perform basic tasks and to function within and outside the school setting (e.g., using a water fountain, locating the appropriate washroom, using a locker). Teachers will use lots of direct teaching for specific skills and goals in the Phase 1A course. Teachers will use a variety of approaches to enhance language building, such as Total Physical Response (TPR), Language Experience Approach (LEA), hands-on projects, chants, and teacher read-alouds to help LAL 1A students in the learning environment.

LAL Literacy Courses

All LAL literacy courses will have topics infused throughout each half-credit course.

- Indigenous Knowledge and Perspectives
- Manitoba Global Competencies
- Safe and Caring Schools
- Technology and Social Media

LAL Literacy Phase 1A: Vocabulary Themes	
The Vocabulary Themes for the Phase 1A LAL Literacy course are based on the Suggested Topics for Lexicon Development List in the LAL Literacy curriculum document.	
Themes	Vocabulary Topics of 1A
Inflused Topics	Indigenous Knowledge and Perspectives • Manitoba Global Competencies Safe and Caring Schools • Technology and Social Media
People	<ul style="list-style-type: none"> greetings family and clothing
Characteristics of People and Places	<ul style="list-style-type: none"> five senses: touch, smell, taste, sight, hearing basic adjectives recycling vs. garbage vs. compost
Activities	<ul style="list-style-type: none"> daily routines foods/meals
Important Dates/ Seasons	<ul style="list-style-type: none"> celebrations (how/why) calendar: day, month, year, today, tomorrow, yesterday
Weather/Geography	<ul style="list-style-type: none"> vocabulary for weather local geography: Canadian – where they live, place on map
Home	<ul style="list-style-type: none"> types of housing rooms and furnishings
Classroom/School	<ul style="list-style-type: none"> essential school supplies simple actions: raise hand, command words subjects and schedules safety routines
Workplace	<ul style="list-style-type: none"> routines: being on time, planning to get there simple actions routines (what does a person do in a job) identify jobs
Community	<ul style="list-style-type: none"> public places: library, rec centre, theatre, grocery stores directions
Social-Emotional Learning	<ul style="list-style-type: none"> regulation strategies: deep breathing, going for a walk, asking for a break, identifying ways to get help

Academic Language	<ul style="list-style-type: none"> colours, numbers, shapes basic information: name, age, address
Technology and Social Media	<ul style="list-style-type: none"> basic computer literacy using websites
Indigenous Perspectives	<ul style="list-style-type: none"> Talking Circle Indigenous Peoples

LAL Literacy Phase 1A: Linguistic Strand	
The Linguistic Strand is the domain where students will use English confidently and competently for communication, personal satisfaction, and further learning.	
<i>Learning Targets (from the LAL curriculum)</i>	<i>1A Checklist of Learning Outcomes (literacy skills and LAL content)</i>
Alphabet (sound and symbols)	<ul style="list-style-type: none">recognizes upper- and lower-case lettersrecognizes alternate font formats <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Phonological awareness	<ul style="list-style-type: none">uses single letter sounds: consonants and vowelsidentifies that sounds move left to right—beginning, middle, and ending sounds of wordsuses C-V-C word patternsuses syllables and stress <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Grammatical features	<ul style="list-style-type: none">uses subject pronounsuses simple wh- questions (e.g., who, what, when, where, why, how) in present tenseuses “is/are.....?” or “do/does.....?” in present tenseuses affirmative and negative statements with the verbs “be” and “do”uses singular/plural (e.g., nouns, this/these) articles – “the, a/an”uses simple structures (e.g., “it’s + day. // it’s + time. // it’s...”) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Mechanical and discourse features (words, sentences—oral and written text)	<ul style="list-style-type: none">uses proper word spacingwrites legibly: letter formation, uses lines, sizecopies simple and familiar words (3–5 letters)copies basic patterned phrases or short sentences (e.g., “I like...”, “This is...”) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Listening and viewing	<ul style="list-style-type: none">recognizes letters of the alphabet and soundsrecognizes/responds to basic survival vocabulary, greetings, and polite expressions (e.g., “Thank you.”, “Please.”, “You’re welcome.”)responds to very simple questions in familiar contexts (e.g., personal information)follows simple one-step directionsindicates lack of understanding through non-verbal language <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>

Speaking and representing	<ul style="list-style-type: none">expresses greetings and personal informationuses letters verbally to provide personal informationuses basic vocabulary for social interactionsproduces simple statementsresponds to short questions in a structured/familiar situationasks for repetition (e.g., “What?” and “Today?”)responds to simple sentences and questions in familiar situations <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Reading and viewing	<ul style="list-style-type: none">reads some common sight wordsrecognizes repeated patterns such as C-V-C, C-V-V-C, C-V-C-C, C-V-C-V, etc.recognizes personal information words in print (e.g., first/last name, address, telephone number)reads sentences on a familiar topic with supportinterprets signs and symbols in the communitybegins to recognize and decode wordsinterprets explicit teaching of text forms (giving information)makes predictionsvisualizes words and pictures <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Writing and responding	<ul style="list-style-type: none">writes basic personal information: name, ageuses unconventional spelling to independently write simple wordscopies lists <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Knowledge of sociocultural and sociolinguistic elements	<ul style="list-style-type: none">listens to and observes different levels of formality of languagelistens to and observes different idiomatic expressionsexperiences a variety of formal voices (e.g., statement, exclamation, question, command)observes and reacts to basic social expressions appropriate to the classroomunderstands the meaning of some common non-verbal behaviours used in Canadian culture (e.g., nodding, personal space, eye contact, raising hands) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Knowledge of how discourse is organized	<ul style="list-style-type: none">identifies sequential elements of a simple familiar story, process, or series of events with visual support and modelling (e.g., sequence pictures/visuals)learns class/school schedulesidentifies and responds to the basic elements of books (e.g., beginning, middle, end)responds using simple social interaction patterns in face-to-face situations (e.g., greeting response) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>

LAL Literacy Phase 1A: Contextual Applications Strand	
The Contextual Application is the domain where students will acquire and use English in a variety of contexts and for a variety of purposes.	
Learning Targets (from the LAL curriculum)	1A Checklist of Learning Outcomes (literacy skills and LAL content)
Expressing emotions and personal perspectives	<ul style="list-style-type: none"> expresses a simple preference or opinion with a single word or short phrase, with support learns and uses basic emotions and feelings vocabulary (e.g., happy, mad, sad, sick) responds to basic questions about personal emotions (e.g., “How are you today?”, “How do you feel?”) <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Using language for imaginative purposes and personal enjoyment	<ul style="list-style-type: none"> identifies words or situations that are personally funny (e.g., comedic situations, physical comedy, picture/meme, videos) <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Extend their knowledge of the world	<ul style="list-style-type: none"> experiences and observes problem-solving situations in learning activities and interpersonal relationships experiences and observes the main idea of simple statements of opinion in familiar social and classroom settings <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Managing personal relationships	<ul style="list-style-type: none"> uses greetings and farewells to form, maintain, and change relationships with support exchanges some basic personal information with support (e.g., name, age, grade, first language, home country) <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Imparting and receiving information	<ul style="list-style-type: none"> shares basic information (e.g., name, address, phone number) identifies familiar people, places, and things (e.g., school, family, friends) copies essential information (e.g., address, phone number) <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>

Getting things done	<ul style="list-style-type: none"> gives and responds to simple oral instructions or commands with support (e.g., “Open your book.”, “Go to the gym.”) indicates basic needs and wants using verbal and non-verbal cues (e.g., drink, washroom) indicates willingness to do something, using non-verbal cues responds appropriately to the rules of turn-taking, with support responds appropriately to inappropriate behaviour of others through non-verbal communication <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Expressing themselves in a variety of academic contexts	<ul style="list-style-type: none"> identifies and connects basic knowledge, concepts, and skills related to prior life experiences for foundational academic purpose with visuals, realia, and their first language begins to add basic knowledge, concepts, and skills related to the core subject areas with visuals, realia, and their first language identifies basic academic tasks that relate to a cross-section of subject areas with support and modelling <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Expressing themselves in a variety of non-academic contexts	<ul style="list-style-type: none"> recognizes and attempts to connect basic concepts and skills related to prior learning for everyday communication and participation in the community with visuals, realia, and their first language begins to develop new knowledge, concepts, and skills for communication and participation in the community with visuals, realia, and their first language <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>

LAL Literacy Phase 1A: Intercultural and Global Citizenship Strand

The Intercultural and Global Citizenship strand is the domain where 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.

<i>Learning Targets</i> <i>(from the LAL curriculum)</i>	<i>1A Checklist of Learning Outcomes</i> <i>(literacy skills and LAL content)</i>
Affirm and value first language and culture and value diversity	<ul style="list-style-type: none">• connects new words to first language to make meaning with support (e.g., personal dictionary, picture dictionary)• identifies important personal cultural celebrations and practices with support• willingly takes part in activities and experiences that involve people of diverse backgrounds and cultures• (e.g., soapstone carving, cricket, weaving)• participates and cooperates in class and school events with support (e.g., sports, special celebrations) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Explore personal academics and future opportunities	<ul style="list-style-type: none">• recognizes basic vocabulary regarding school levels in Canada (i.e., Early Years, Middle Years, Senior Years, university/college) with support• acquires basic vocabulary to access information on report card (i.e., subject areas, percent, platform, behavioural expectations, standards)• recognizes and uses vocabulary for identifiable jobs found in and around the community (e.g., teacher, doctor, cashier, server, firefighter, police officer)• demonstrates ability to identify and label areas of interests such as reading, music, and animals <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Demonstrate knowledge of Canada	<ul style="list-style-type: none">• copies city, province, and country on a map• demonstrates understanding of cardinal directions• answers which city, province, and country they live in• recognizes basic symbols of Canada (national flag, maple leaf)• identifies Indigenous Peoples as Canada’s First Peoples (i.e., First Nations, Métis, Inuit)• develops awareness of holidays/celebrations (e.g., Terry Fox Run, Hallowe’en, Remembrance Day, Orange Shirt Day, New Year’s Day, Festival du Voyageur) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Demonstrate global citizenship	<ul style="list-style-type: none">• respectfully recognizes similarities and differences between self and others with support• participates in school events as part of a class experience <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>

LAL Literacy Phase 1A: Learning and Literacy Strategies Strand	
The Learning and Literacy Strategies strand is the domain where 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.	
Learning Targets (from the LAL curriculum)	1A Checklist of Learning Outcomes (literacy skills and LAL content)
Language Learning Strategies	<ul style="list-style-type: none"> listens attentively performs actions to match words of a song, story, or rhyme learns short rhymes or songs, incorporating new vocabulary or sentence patterns imitates sounds and intonation patterns memorizes new words by repeating them silently or aloud repeats phrases while performing a language task makes personal dictionaries uses mental images to remember new information uses available technological aids to support language learning (e.g., recorders, computers) uses word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember repeats new words and expressions occurring in their own conversations, and makes use of these new words and expressions as soon as appropriate <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p>
Language Use Strategies	<ul style="list-style-type: none"> determines the purpose of listening listens or looks for keywords uses illustrations to aid reading comprehension uses knowledge of the sound–symbol system to aid reading comprehension observes gestures, intonation, and visual supports to aid comprehension mimics what the teacher says uses non-verbal means to communicate copies what others say or write uses words visible in the immediate environment indicates lack of understanding, non-verbally (e.g., “What did you mean?”, raised eyebrows, blank look) interprets and uses a variety of non-verbal cues to communicate (e.g., mime, pointing, gestures, drawing pictures) <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p>

General Learning Strategies	<ul style="list-style-type: none"> classifies objects and ideas according to their attributes (e.g., red objects and blue objects, or animals that eat meat and animals that eat plants) uses models experiments with and concentrates on one thing at a time focuses on and completes learning tasks copies key words and concepts in abbreviated form—verbal, graphic, or numeric—to assist with performance of a learning task. (e.g., 1. listen, 2. draw, 3. write) uses mental images to remember new information watches others’ actions and copies them seeks help from others follows their own natural curiosity and intrinsic motivation to learn chooses learning activities that enhance understanding and enjoyment <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p>
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Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

LAL Literacy Phase 1B—Half-Credit Course

LAL Literacy Phase 1B

Introduction

Who are 1B learners? Learners who are entering LAL Phase 1B are beginning EAL learners who have had little prior formal schooling even though they are adolescents or young adults, or they have completed the 1A. They have limited literacy skills in any language and have been developing their basic interpersonal communication skills (BICS) in English. Students will learn to listen, answer, decode, copy, and match, as well as learn some coping strategies to ideas and goals in the classroom setting. The goal of LAL Phase 1B instruction is to help students

- adapt to the classroom, school environment, and the local community
- continue to develop basic interpersonal communication skills (BICS) in English
- develop emergent literacy skills and focus on academic subject-area skills

Some of the general characteristics that may be seen in students entering Phase 1B include demonstrating the ability to make meaning of their world through interactions with others. Our LAL 1B students may have had rich life and cultural experiences or a limited range of experiences and exposure to life beyond their immediate surroundings. Some of our LAL 1B students may also have experienced significant disruptions in life and may or may not have developed strong coping strategies. They will demonstrate a range of oral communication skills in their home/dominant language (ranging from limited to well developed).

The purpose of the LAL 1B course is to focus on curricular outcomes from the Manitoba LAL curriculum, including linguistic competencies, the contextual applications, intercultural awareness, and literacy strategies. In the LAL 1B course, students will be asked to demonstrate their understanding of specific skills related to each strand through vocabulary topics within a theme that are designed to enhance a rich language learning environment for fundamental literacy building.

There will be extensive teacher direction required in Phase 1B for learners to perform basic tasks and to function within and outside the school setting (e.g., changing for gym, crossing the street, navigating the community and services). Teachers will use lots of direct teaching for specific skills and goals in the Phase 1B course. Teacher will use a variety of approaches to enhance language building, such as Total Physical Response (TPR), Language Experience Approach (LEA), hands-on projects, chants, and teacher read-alouds, to help LAL 1B students in the learning environment.

LAL Literacy Courses

All LAL literacy courses will have topics infused throughout each half-credit course.

- Indigenous Knowledge and Perspectives
- Manitoba Global Competencies
- Safe and Caring Schools
- Technology and Social Media

LAL Literacy Phase 1B: Vocabulary Themes	
The Vocabulary Themes for the Phase 1A LAL Literacy course are based on the Suggested Topics for Lexicon Development List in the LAL Literacy curriculum document.	
Themes	Vocabulary Topics of 1B
Inflused Topics	Indigenous Knowledge and Perspectives • Manitoba Global Competencies Safe and Caring Schools • Technology and Social Media
People	<ul style="list-style-type: none"> human body emotions
Characteristics of People and Places	<ul style="list-style-type: none"> community services: 911, hospitals eye doctor, dentist, walk-in clinic animals and plants
Activities	<ul style="list-style-type: none"> hobbies leisure activities
Important Dates/ Seasons	<ul style="list-style-type: none"> celebrations (how/why) birthdays and official documents variations in calendar (ordinal numbers)
Weather/Geography	<ul style="list-style-type: none"> apps/temperature national geography: provinces, weather patterns
Home	<ul style="list-style-type: none"> appliances and repairs building: elevator, escalator, floors
Classroom/School	<ul style="list-style-type: none"> building and facility classroom furnishings safety and health assignments, assessments, and report cards local school events, community, and extracurricular
Workplace	<ul style="list-style-type: none"> identify aptitudes and areas for growth career options
Community	<ul style="list-style-type: none"> public transportation essential shopping pets

Social-Emotional Learning	<ul style="list-style-type: none"> regulation strategies: asking for needs and wants self-awareness
Academic Language	<ul style="list-style-type: none"> core vocabulary: ELA, social studies, science, and math
Technology and Social Media	<ul style="list-style-type: none"> media types apps on phones school-based technology and applications
Indigenous Perspectives	<ul style="list-style-type: none"> Medicine Wheel relationship to the land

LAL Literacy Phase 1B: Linguistic Strand	
The Linguistic Strand is the domain where students will use English confidently and competently for communication, personal satisfaction, and further learning.	
Learning Targets (from the LAL curriculum)	1B Checklist of Learning Outcomes (literacy skills and LAL content)
Phonological awareness	<ul style="list-style-type: none">• uses long and short vowels• uses digraphs and blends• uses word families• uses rhyme• uses intonation of yes/no questions <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Grammatical features	<ul style="list-style-type: none">• uses simple wh- questions and responses (affirm./neg.)• uses simple yes/no questions and responses• uses “there is/there are” contractions• uses affirmative and negative statements with “be, do, have” and other high-frequency verbs• uses simple present, continuous, and simple past tenses with high-frequency verbs such as “be, do, have”• uses modal auxiliary verbs (e.g., can / have to + verb)• uses singular/plural (e.g., count/non-count)• uses simple conjunctions (e.g., and, or, but) and simple prepositions of time and place (e.g., in, on, at, next to, on the right)• uses simple frequency adverbs (e.g., always, sometimes, never) and possessive adjectives (e.g., my, your, her, our)• uses subject pronouns <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Mechanical and discourse features (words, sentences—oral and written text)	<ul style="list-style-type: none">• writes basic patterned phrases or short sentences (e.g., “I like...”, “This is...”), with/without support• uses basic punctuation (e.g., period, question mark)• writes simple and familiar words (3–5 letters)• labels pictures with assistance• uses repertoire of familiar words <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Listening and viewing	<ul style="list-style-type: none">• recognizes letters of words when spelled or dictated• recognizes/responds to simple questions/statements in familiar contexts (e.g., weather, family, employment)• follows one-step or two-step directions in a familiar context to complete a simple task• recognizes/responds to requests for repetition• recognizes/responds to personal information questions• identifies and responds to simple expressions indicating lack of understanding <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>

Speaking and representing	<ul style="list-style-type: none">• produces and responds to common greetings and polite expressions with or without visual aids such as physical movement, realia, and pictures)• demonstrates some control in language structures in social interactions• produces simple ideas using key words and short phrases in routine and familiar situations• answers simple questions with some details• expresses likes and dislikes• expresses lack of understanding (e.g., “Speak slower.”, “Please rephrase.”) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Reading and viewing	<ul style="list-style-type: none">• understands the relationship between words and sentences• demonstrates vocabulary development of repeated patterns within a text• comprehends simple sentences• scans for specific text features (e.g., command words in instructions, titles, visuals, headings)• skims for textual cues on familiar topics with support• follows directions on a map• reads sentences about location using prepositions• reads and understands simple instructions that include pictures or modelling• identifies main idea and sequencing in texts <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Writing and responding	<ul style="list-style-type: none">• writes basic personal information (e.g., address, phone number, email)• conventionally spells simple familiar words (3–5 letters)• generates lists (e.g., to-do list, grocery, needs, events, homework, likes and dislikes...)• completes a sentence using supports such as a sentence starter or cloze sentence <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Knowledge of sociocultural and sociolinguistic elements	<ul style="list-style-type: none">• identifies and uses different levels of formality of language• imitates age-appropriate idioms• experiences a variety of informal voices (e.g., humour, fun, tone, sarcasm)• uses basic social expressions appropriate to the classroom (e.g., “Excuse me”, “Please”)• imitates some common non-verbal behaviours used in Canadian culture (e.g., nodding, personal space, eye contact, raising hands) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Knowledge of how discourse is organized	<ul style="list-style-type: none">• orders sequential elements of a simple familiar story, process, or series of events with visual support and modelling (e.g., sequence with sentences)• begins to organize, structure, and sequence simple texts with modelling and support (e.g., recognize and respond to school communication, simple letters, and forms)• responds using simple social interaction patterns in face-to-face situations (e.g., question–answer, invitation accept/decline) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>

LAL Literacy Phase 1B: Contextual Applications Strand	
The Contextual Application is the domain where students will acquire and use English in a variety of contexts and for a variety of purposes.	
<i>Learning Targets (from the LAL curriculum)</i>	<i>1B Checklist of Learning Outcomes (literacy skills and LAL content)</i>
Expressing emotions and personal perspectives	<ul style="list-style-type: none"> expresses a simple preference or opinion with a single word or short phrase responds to others, expressing basic emotions and feelings using single words or short patterned phrases (i.e., with modelling and support verbalizes pleasure, happiness, etc.) (e.g., I am... + adjective) <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Using language for imaginative purposes and personal enjoyment	<ul style="list-style-type: none"> joins others in simple group language demonstrates increasingly humorous and creative speech in speaking activities <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Extend their knowledge of the world	<ul style="list-style-type: none"> identifies simple statements of problems, and begins to negotiate solutions with support in familiar settings interprets the main idea of simple statements of opinion in familiar social and classroom settings <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Managing personal relationships	<ul style="list-style-type: none"> addresses a new acquaintance and introduces themselves without support exchanges basic personal information without support <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Imparting and receiving information	<ul style="list-style-type: none"> shares information with some details (e.g., meaning of their name) identifies familiar people and places, and shares some opinions (e.g., favourite places, family relationships) demonstrates the ability to use the telephone to make an emergency call (e.g., 911, doctor appointment) <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>

Getting things done	<ul style="list-style-type: none"> gives and responds to simple oral instructions or commands without support (e.g., “Open your book.” “Go to the gym.”) indicates basic needs and wants with some details (e.g., asking permission, “May I...”, “I need help.”) indicates willingness to do something using verbal cues responds appropriately to the rules of turn-taking, and produces statements, questions, and commands responds appropriately to inappropriate behaviour of others using simple expressions (e.g., “Please stop!” “Let’s start.”) <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Expressing themselves in a variety of academic contexts	<ul style="list-style-type: none"> uses prior knowledge to build upon new learning in social situations with visuals, realia, and their first language uses basic knowledge, concepts, and skills related to the core subject areas with visuals and realia identifies basic academic tasks that relate to a cross-section of subject areas without support and modelling <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Expressing themselves in a variety of non-academic contexts	<ul style="list-style-type: none"> connects basic concepts and skills related to prior learning for everyday communication and participation in the community with visuals, realia, and their first language uses new knowledge, concepts, and skills for communication and participation in the community with visuals, realia, and their first language <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>

LAL Literacy Phase 1B: Intercultural and Global Citizenship Strand

The Intercultural and Global Citizenship strand is the domain where 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.

<i>Learning Targets</i> <i>(from the LAL curriculum)</i>	<i>1B Checklist of Learning Outcomes</i> <i>(literacy skills and LAL content)</i>
Affirm and value first language and culture and value diversity	<ul style="list-style-type: none">• connects new words to first language to make meaning (e.g., personal dictionary, picture dictionary)• identifies important personal cultural celebrations and practices• demonstrates willingness to experience and explore activities involving people from diverse backgrounds and cultures <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Explore personal academics and future opportunities	<ul style="list-style-type: none">• uses basic vocabulary to communicate understanding of the educational pathway in Canada (i.e., Early Years, Middle Years, Senior Years, university/college/vocational schools) with support• with support, accesses report card and looks for key information• with support, generates a list of age-appropriate places to work in the community• communicates areas of personal interest surrounding career and job paths <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Demonstrate knowledge of Canada	<ul style="list-style-type: none">• labels capital cities, provinces, and territories in Canada with support• labels provincial flag, bison, canoe, inuksuk, and Turtle Island• explores the people of the area—specific treaties (Medicine Wheel, Talking Circle)• introduces government structure and people (i.e., municipal, provincial, federal, Indigenous government, mayor, premier, prime minister, chief)• shares personal holidays and celebrations, and recognizes those of classmates with support <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Demonstrate global citizenship	<ul style="list-style-type: none">• with support, demonstrates a developing understanding of the similarities and differences between self and others as positively contributing to class, school, and community culture• attends and demonstrates a basic understanding of various school events <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>

LAL Literacy Phase 1B: Learning and Literacy Strategies Strand	
The Learning and Literacy Strategies strand is the domain where 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.	
Learning Targets <i>(from the LAL curriculum)</i>	1B Checklist of Learning Outcomes <i>(literacy skills and LAL content)</i>
Language Learning Strategies	<ul style="list-style-type: none"> • seeks the precise term to express meaning • groups together sets of things with similar characteristics (e.g., vocabulary, structures) • looks for patterns and relationships • finds information using reference materials such as dictionaries, textbooks, and grammar guidebooks • seeks opportunities outside of class to practise and observe • checks copied writing for accuracy • makes choices about how they learn • rehearses or role-plays language • listens to or reads for keywords • participates in shared reading experiences • seeks the assistance of a friend to interpret a text • works cooperatively with peers in small groups • reduces anxiety by using mental techniques, such as positive self-talk or humour • works with others to solve problems and get feedback on tasks <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p>
Language Use Strategies	<ul style="list-style-type: none"> • assesses their own information needs before listening, viewing, or reading • prepares questions or a guide to note information found in the text • rereads several times to understand ideas • uses various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas • uses familiar repetitive patterns from stories, songs, rhymes, or media • uses illustrations to provide detail when producing their own texts • uses familiar sentence patterns to form new sentences • takes notes when reading or listening to assist in producing their own texts • uses resources to increase vocabulary • asks for clarification or repetition when they do not understand (e.g., “Can you say that again?”, “Please repeat the question.”) <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p>

General Learning Strategies	<ul style="list-style-type: none"> • reflects on learning tasks with the guidance of the teacher • chooses from various study techniques • discovers how their own efforts can affect learning • connects what is already known with what is being learned • reflects upon their own thinking processes and how they learn • decides in advance to attend to the learning task • divides an overall learning task into a number of subtasks • makes a plan in advance about how to approach a task • identifies their own needs and interests • manages their own physical working environment • demonstrates a determination to try, even though mistakes may be made • takes part in group decision-making processes • uses support strategies to help peers persevere at learning tasks (e.g., offers encouragement, praise, ideas) • takes part in group problem-solving processes <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p>
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Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

LAL Literacy Phase 2A—Half-Credit Course

LAL Literacy Phase 2A

Introduction

Who are 2A learners? Learners who are entering LAL Phase 2A are emerging LAL/EAL learners who have had some literacy instruction in a formal or informal setting and can demonstrate skills equivalent to LAL 1B or have completed the LAL 1B course. They are developing academic literacy skills as well as using their Basic interpersonal communication skills (BICS) in English. Students will continue to build on the skills they learned in LAL Phase 1 by learning to select, state, label, name, list, sort, complete, and role-play ideas in the classroom setting. The goal of LAL Phase 2A instruction is to help students

- develop good interpersonal communication and foundational academic English language skills
- develop strong basic literacy skills that can be applied across different subject areas
- develop foundational knowledge in all compulsory subjects that are essential for success or of interest to the student in the Middle and Senior Years courses

Some of the general characteristics that may be seen in students entering Phase 2A would be understanding more English than they can communicate verbally. LAL 2A students demonstrate coping strategies and communicate needs (e.g., getting a person to translate for them or approach appropriate people). Some LAL 2A students have experience with reading and writing at an emergent level and may be familiar with a limited range of books. LAL 2A students may also be able to decode simple text and are familiar with classroom, school, and social routines/culture/expectations in a Canadian school setting.

The purpose of the LAL 2A course is to focus on outcomes from the Manitoba LAL curriculum including linguistic competencies, the contextual applications, intercultural awareness, and literacy strategies. In the LAL 2A course, students will be asked to demonstrate their understanding of specific skills related to each strand through vocabulary topics within a theme that are designed to enhance a rich language learning environment for fundamental literacy building.

Teacher direction is still required but learners in Phase 2A are likely to be more independent in performing basic tasks and functioning within and outside the school setting. Teachers will use lots of direct teaching for specific skills and goals in the Phase 2A course. Teachers will also use a variety of approaches to enhance language building, such as Total Physical Response (TPR), Language Experience Approach (LEA), hands-on projects, and teacher read-

alouds to help students in the learning environment. Teachers with LAL Phase 2A students will also use think-pair-share, role-playing (verbal), group discussion, retelling, process writing, graphic organizers, and group reading to help students.

LAL Literacy Courses

All LAL literacy courses will have topics infused throughout each half-credit course.

- Indigenous Knowledge and Perspectives
- Manitoba Global Competencies
- Safe and Caring Schools
- Technology and Social Media

LAL Literacy Phase 2A: Vocabulary Themes	
The Vocabulary Themes for the Phase 1A LAL Literacy course are based on the Suggested Topics for Lexicon Development List in the LAL Literacy curriculum document.	
Themes	Vocabulary Topics of 2A
Inflused Topics	Indigenous Knowledge and Perspectives • Manitoba Global Competencies Safe and Caring Schools • Technology and Social Media
People	<ul style="list-style-type: none"> • personality traits • friendships
Characteristics of People and Places	<ul style="list-style-type: none"> • healthy living • flora and fauna
Activities	<ul style="list-style-type: none"> • sports • recreation • exercise
Important Dates/ Seasons	<ul style="list-style-type: none"> • celebrations • compare and contrast differences and similarities • document: in detail
Weather/Geography	<ul style="list-style-type: none"> • global landforms • space and planets
Home	<ul style="list-style-type: none"> • variety of homes • identity: “Who am I?”; “Where is home?”
Classroom/School	<ul style="list-style-type: none"> • assignments, assessments, and report cards • plagiarism and research • cultural learning styles • technology tools for school • educational requirements
Workplace	<ul style="list-style-type: none"> • resumé • application forms • interview • career planning
Community	<ul style="list-style-type: none"> • driver’s education • maps, directions • popular stores, shopping, and restaurants
Social-Emotional Learning	<ul style="list-style-type: none"> • connecting to your body through regulation strategies • benefits of being self-aware

Academic Language	<ul style="list-style-type: none"> • core academic vocabulary: ELA, social studies, science, math
Technology and Social Media	<ul style="list-style-type: none"> • identify search terms • cite sources • social media safety and use
Indigenous Perspectives	<ul style="list-style-type: none"> • treaties • residential schools

LAL Literacy Phase 2A: Linguistic Strand	
The Linguistic Strand is the domain where students will use English confidently and competently for communication, personal satisfaction, and further learning.	
<i>Learning Targets (from the LAL curriculum)</i>	<i>2A Checklist of Learning Outcomes (literacy skills and LAL content)</i>
Phonological awareness	<ul style="list-style-type: none">• recognizes word patterns• uses rhyme and word meaning• uses open and closed syllables• uses compound words• uses prefixes and suffixes <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Grammatical features	<ul style="list-style-type: none">• uses present continuous tense• uses modal auxiliary verbs (e.g., can / have to + verb)• uses common irregular verbs• uses subject–verb agreement• uses adjective + noun• uses demonstrative adjectives (e.g., this/that, these/those)• uses singular/plural (e.g., count/non-count)• uses indefinite articles (e.g., some/any, much/many)• uses possessive adjectives (e.g., my, your, her, our)• uses conjunctions• uses simple frequency adverbs <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Mechanical and discourse features (words, sentences—oral and written text)	<ul style="list-style-type: none">• uses repertoire of familiar phrases• uses a variety of punctuation (e.g., exclamation mark, comma)• experiments with connecting words (e.g., and, but, so, however) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Listening and viewing	<ul style="list-style-type: none">• listens for key vocabulary words in contextualized conversations• recognizes common words when spelled or dictated with visual aids• recognizes/responds to alternative forms of basic questions in familiar contexts• follows simple multi-step directions and instructions• identifies and responds to more complex expressions indicating lack of understanding• uses context clues to get main ideas and to identify details <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>

Speaking and representing	<ul style="list-style-type: none">• produces simple statements, questions, and commands using familiar vocabulary• participates in routine social conversations in familiar contexts (e.g., shopping, school)• retells a simple story with support• expresses ideas and points of view through short oral presentations or interactions• asks for repetition or clarification <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Reading and viewing	<ul style="list-style-type: none">• understands the relationship between sentences and a paragraph• develops vocabulary within an increasing range of text forms• understands, with support, more complex sentences• scans for specific lexicon vocabulary on a given topic• skims for specific ideas on familiar topics with support• reads interrelated sentences and understands how parts of speech enrich communication• reads and summarizes the text• uses questioning and context clues to determine meaning• demonstrates accuracy in reading <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Writing and responding	<ul style="list-style-type: none">• takes notes using a graphic organizer to complete an academic task, with support• generates several sentences on a familiar topic with support• produces a range of simple and familiar texts on familiar topics (e.g., charts, graphs, menus, directions, recipes, texts, and dialogue) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Knowledge of sociocultural and sociolinguistic elements	<ul style="list-style-type: none">• experiments with formal and informal uses of language• contextualizes idioms and expressions• experiments with a variety of formal and informal voices in language• identifies verbal behaviours that are considered impolite in a variety of contexts• recognizes some common non-verbal behaviours used in Canadian culture (e.g., nodding, personal space, eye contact, raise hands) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Knowledge of how discourse is organized	<ul style="list-style-type: none">• uses simple linking words or groups of words with support (e.g., “first,” “second,” “in the morning,” and pronouns)• identifies and produces a limited range of simple text forms in guided situations (e.g., advertisements, menus, letters, charts, and graphs)• initiates interactions appropriately using simple social interaction patterns in face-to-face situations (e.g., going to the convenience store, buying a bus pass) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>

LAL Literacy Phase 2A: Contextual Applications Strand	
The Contextual Application is the domain where students will acquire and use English in a variety of contexts and for a variety of purposes.	
Learning Targets (from the LAL curriculum)	2A Checklist of Learning Outcomes (literacy skills and LAL content)
Expressing emotions and personal perspectives	<ul style="list-style-type: none"> identifies favourite people, places, or things, writes down and shares preferences using examples shares and expands repertoire of emotions (e.g., anxious, nervous, excited, terrified, frustrated) <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Using language for imaginative purposes and personal enjoyment	<ul style="list-style-type: none"> uses language to share humour and creativity listens to and shares a favourite song or video <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Extend their knowledge of the world	<ul style="list-style-type: none"> reports simple statements of problems and participates in problem solving with support (e.g., “My locker won’t open.”; “I forgot my lunch.”) explores opinions and values of peers in social and classroom settings from diverse and common backgrounds (e.g., two stars and a wish, peer feedback forms, peer discussion, elbow partners) <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Managing personal relationships	<ul style="list-style-type: none"> participates in casual exchanges with classmates with/without support uses routine means of interpersonal communication appropriately (e.g., telephone call, social media, text messages) <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Imparting and receiving information	<ul style="list-style-type: none"> asks for and provides information on familiar topics in structured situations describes basic characteristics of familiar people, places, and things with support (e.g., sister, brother, store, field, barn) records essential information into a graphic organizer with support (e.g., complete a t-chart, Venn diagram) <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>

Getting things done	<ul style="list-style-type: none"> makes and responds to common requests for assistance, warnings, and other requests, with support states, with support, personal actions in the immediate future requests information and expresses needs using language functions with support (gratitude, appreciation, likes and dislikes) manages turn taking (e.g., “It’s your turn.”; “It’s my turn.”) encourages other group members to act appropriately (e.g., “It’s your turn.”; “Please listen.”), with/without support <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Expressing themselves in a variety of academic contexts	<ul style="list-style-type: none"> draws on prior life experiences in a limited range of academic tasks with visuals, realia, and their first language uses a limited range of new knowledge, concepts, and skills to complete simple structured academic tasks with visuals and realia demonstrates, with support, the foundational and essential knowledge, skills, and attitudes related to the core subject areas <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>
Expressing themselves in a variety of non-academic contexts	<ul style="list-style-type: none"> explores, with support, a developing range of basic tasks by drawing on prior learning with visuals, realia, and their first language (e.g., communication; participation in the community and workplace) develops, with support, a range of new knowledge, concepts, and skills for everyday communication and participation in the community with visuals, realia, and their first language <div> <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient </div>

LAL Literacy Phase 2A: Intercultural and Global Citizenship Strand	
The Intercultural and Global Citizenship strand is the domain where 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.	
Learning Targets (from the LAL curriculum)	2A Checklist of Learning Outcomes (literacy skills and LAL content)
Affirm and value first language and culture and value diversity	<ul style="list-style-type: none"> recognizes similarities and differences among their first language, English, and other languages. recognizes and shares similarities and differences between personal cultural heritage and other cultures in the classroom celebrates, with support, differences found across cultural practices that involve people of diverse cultural backgrounds (e.g., Lunar New Year) <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient
Explore personal academics and future opportunities	<ul style="list-style-type: none"> knows and can communicate basic understanding for high school graduation (credits and classes) accesses report card and communicate a basic understanding identifies possible future careers based on interests fills out, with support, a basic job application chooses correct terms to search for job postings in the local area, with or without support demonstrates an understanding of different educational institutions (e.g., trades, academic, workplace training), with support <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient
Demonstrate knowledge of Canada	<ul style="list-style-type: none"> identifies key features of provinces and territories with support (e.g., coastal, mountains, prairies, the North) identifies map features compares Canadian/provincial symbols with symbols from other places, with support develops an understanding of Indigenous history in Canada including residential schools, 60s scoop, treaties (e.g., key vocabulary; separated, taken away, European, children, freedom, language) introduces significant historical and political figures develops basic understanding of Canadian as a democracy (e.g., vote, ballot, choice, political parties) shares personal holidays and celebrations as well as recognizes those of classmates <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient

Demonstrate global citizenship	<ul style="list-style-type: none"> demonstrates an understanding of the similarities and differences between self and others as positively contributing to class, school, and community culture through inclusive actions understands and participates in school events independently <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient
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LAL Literacy Phase 2A: Learning and Literacy Strategies Strand


The Learning and Literacy Strategies strand is the domain where 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.

<i>Learning Targets</i> <i>(from the LAL curriculum)</i>	<i>2A Checklist of Learning Outcomes</i> <i>(literacy skills and LAL content)</i>
Language Learning Strategies	<ul style="list-style-type: none">• initiates interaction with others• experiments with the language• identifies similarities and differences between aspects of the English language and their own language• uses previously acquired knowledge to facilitate a learning task• associates new words or expressions with familiar ones, either in English or in their own language• places new words or expressions in a context to make them easier to remember• uses induction to generate rules governing language use• perceives and notes unknown words and expressions, noting also their context and function• makes choices about how they learn• reflects on learning tasks with the guidance of the teacher• makes a plan in advance about how to approach a language learning task• reflects on the listening, reading, and writing process• evaluates their own performance or comprehension at the end of a task• keeps a learning log <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Language Use Strategies	<ul style="list-style-type: none">• makes predictions about what they expect to hear or read based on prior knowledge and personal experience• uses key content words or discourse markers to follow an extended text• uses skimming and scanning to locate key information in texts• infers probable meanings of unknown words or expressions from contextual clues• demonstrates awareness of and uses the steps of the writing process (e.g., prewriting [gathering ideas, planning the text, researching, organizing the text], writing, revision [rereading] correction [grammar, spelling, punctuation])• compensates for avoiding difficult structures by rephrasing• asks for confirmation that the form used is correct• uses other speakers' words in subsequent conversations• uses descriptions, explanations, or various words and phrases to compensate for lack of specific terms <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>

General Learning Strategies

- distinguishes between fact and opinion when using a variety of sources of information
- formulates key questions to guide research
- uses word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember
- seeks information through a network of sources, including libraries, the Internet, individuals, and agencies
- works with others to monitor their own learning
- participates in cooperative group learning tasks

☐ Beginning ☐ Developing ☐ Proficient



Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

LAL Literacy Phase 2B—Half-Credit Course

LAL Literacy Phase 2B

Introduction

Who are 2B learners? Learners who are entering LAL Phase 2B are emerging EAL learners who have had some literacy instruction in a formal or informal setting and can demonstrate skills equivalent to LAL 2A or have completed the LAL 2A course. They have some academic literacy skills and have been developing their cognitive academic language proficiency (CALP) in English. Students will learn how to define, compare/contrast, summarize, restate, create, find information in simple texts, and use a model for writing simple texts. The goal of LAL Phase 2B instruction is to help students

- develop foundational knowledge in all compulsory and elective subjects that are essential for success or of interest to the student in the Middle and Senior Years courses
- explore and develop long and short-term learning and career plans
- build and develop socio-emotional and cultural connections and supports

Some of the general characteristics that may be seen in students entering Phase 2B would be understanding more language than they can communicate in written context. LAL 2B students demonstrate basic strategies to function in classroom learning and to engage with basic texts (e.g., predicting, accessing prior knowledge, fluency, using illustrations and other strategies to make meaning). Some LAL 2B students have experience with reading and writing at an emergent level and may be familiar with a range of books. LAL 2B students may require additional time and support to complete learner tasks as compared to students with age-appropriate literacy skills. LAL 2B students are familiar with school routines and culture.

The purpose of the LAL 2B course is to focus on curricular outcomes from the Manitoba LAL curriculum, including linguistic competencies, the contextual applications, intercultural awareness, and literacy strategies. In the LAL 2B course, students will be asked to demonstrate their understanding of specific skills related to each strand through vocabulary topics within a theme that are designed to enhance a rich language learning environment for fundamental literacy building.

Teachers give support to LAL 2B students with increasing independence in reading and academic tasks through models and scaffolds of both task and language to carry out the task. Teachers with LAL Phase 2B students will also use think-pair-share, role-playing (verbal), group discussion, retelling, process writing, graphic organizers, and group reading. Teachers'

approaches will have an emphasis on strategy instruction; analyzing simple informational text accompanied by charts, graphs, and pictures; predicting outcomes; forming and expressing opinions.

LAL Literacy Courses

All LAL literacy courses will have topics infused throughout each half-credit course.

- Indigenous Knowledge and Perspectives
- Manitoba Global Competencies
- Safe and Caring Schools
- Technology and Social Media

LAL Literacy Phase 2B: Vocabulary Themes	
The Vocabulary Themes for the Phase 2B LAL literacy course are based on the Suggested Topics for Lexicon Development List in the LAL Literacy Curriculum Document.	
Themes	Vocabulary Topics of 2B
Inflused Topics	Indigenous Knowledge and Perspectives • Manitoba Global Competencies Safe and Caring Schools • Technology and Social Media
People	<ul style="list-style-type: none"> complexity of relationships symbols and signs
Characteristics of People and Places	<ul style="list-style-type: none"> sciences: biology terms, chemistry terms habitats and ecology
Activities	<ul style="list-style-type: none"> weather travel
Important Dates/ Seasons	<ul style="list-style-type: none"> culture identity
Weather/Geography	<ul style="list-style-type: none"> world weather patterns world geography
Home	<ul style="list-style-type: none"> house vs. home family structures (compare and contrast)
Classroom/School	<ul style="list-style-type: none"> graduation pathway educational institutions identifying plagiarism and citing research—understanding consequences of plagiarism school community (what it looks like to be at different educational institutions: trades, academic, workplace)
Workplace	<ul style="list-style-type: none"> workplace etiquette workplace safety and rights workplace interactions educational pathways for careers

Community	<ul style="list-style-type: none"> organizations and agencies volunteering
Social-Emotional Learning	<ul style="list-style-type: none"> life applications mental health resources
Academic Language	<ul style="list-style-type: none"> core academic vocabulary: ELA, social studies, science, and math
Technology and Social Media	<ul style="list-style-type: none"> how to research choice and value of websites
Indigenous Perspectives	<ul style="list-style-type: none"> awareness of current Indigenous perspectives

LAL Literacy Phase 2B: Linguistic Strand	
The Linguistic Strand is the domain where students will use English confidently and competently for communication, personal satisfaction, and further learning.	
<i>Learning Targets (from the LAL curriculum)</i>	<i>2B Checklist of Learning Outcomes (literacy skills and LAL content)</i>
Phonological awareness	<ul style="list-style-type: none">• uses root words and derivation• uses schwa sound• uses inflection in words, questions <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Grammatical features	<ul style="list-style-type: none">• uses simple past tense• uses future tense (e.g., “will” + verb and “be going to + verb”)• uses present perfect tense in high frequency situations• uses simple modals (e.g., can/could, may/might, shall/should, will/would, must) in affirm./negative• uses simple expressions for giving advice, inviting, and expressing regret• uses comparative and superlative adjectives• uses adverbs (e.g., too, very, enough)• uses verb + infinitive (e.g., want to __, need to __)• uses possessives (e.g., girl’s , tom’s)• uses object pronouns (e.g., mine, his, hers, theirs, ours)• uses conjunctions (e.g., and/or, but, either/neither)• uses polite expressions (e.g., would rather, would you mind) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Mechanical and discourse features (words, sentences—oral and written text)	<ul style="list-style-type: none">• independently authors compound sentences• uses the following mechanical features (e.g., quotation marks, comma, colon, indent, bulleted list)• recognizes and uses basic English discourse features, and explores their use for effect in structured situations (e.g., “I think...”; “First...then...” fill in a graphic organizer) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Listening and viewing	<ul style="list-style-type: none">• responds to statements, questions, and commands using some expanded vocabulary• identifies key information/details in a description• responds to requests for clarification and elaboration• understands more complex language structures• distinguishes facts and opinions in conversations• recognizes/responds to common idioms <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>

Speaking and representing	<ul style="list-style-type: none">• produces short statements, questions, and commands using unfamiliar vocabulary• participates in academic conversations in familiar contexts with support• tells a simple story in detail• produces a short oral presentation in an academic context with support• exchanges ideas after clarification <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Reading and viewing	<ul style="list-style-type: none">• understands the relationship between paragraph and narrative• develops academic vocabulary within different disciplines and academic contexts• understands more complex sentences without support• scans for specific textual evidence on a given topic• skims for specific supporting details• reads interrelated multi-paragraph selections from a variety of genres• infers from and analyzes the text• uses questioning to go beyond the text and make personal connections• demonstrates fluency in reading <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Writing and responding	<ul style="list-style-type: none">• takes notes using a graphic organizer to complete an academic task, independently• produces a simple text of interrelated ideas on a familiar topic• produces a range of simple and familiar texts on familiar topics (e.g., reports, narratives, stories, letters, emails, simple opinion, compare and contrast with support) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Knowledge of sociocultural and sociolinguistic elements	<ul style="list-style-type: none">• uses register and code switching appropriately• uses idiomatic expressions appropriately• demonstrates understanding of variations in language• uses social conventions appropriately, and compares and contrasts between Canadian culture and home culture• uses non-verbal communication appropriately, and compares and contrasts between Canadian culture and home culture <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Knowledge of how discourse is organized	<ul style="list-style-type: none">• identifies the connections between several paragraphs on a single topic• identifies and produces a limited range of simple text forms in guided situations (e.g., narratives, reports, stories, poems, and word problems)• initiates interactions and responds appropriately using simple social interaction patterns in face-to-face situations (e.g., request–acceptance/refusal; social invitations) <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>

LAL Literacy Phase 2B: Contextual Applications Strand	
The Contextual Application is the domain where students will acquire and use English in a variety of contexts and for a variety of purposes.	
Learning Targets (from the LAL curriculum)	2B Checklist of Learning Outcomes (literacy skills and LAL content)
Expressing emotions and personal perspectives	<ul style="list-style-type: none"> verbally expresses preferences in a variety of familiar situations responds in writing and shares personal experiences to explain preferences, emotions, or feelings (e.g., journaling) <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient
Using language for imaginative purposes and personal enjoyment	<ul style="list-style-type: none"> expresses oneself creatively by sharing humour and creativity appropriately with a group (e.g., tell a story, write a poem or song, experiment with the sounds and rhythms of language) <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient
Extend their knowledge of the world	<ul style="list-style-type: none"> communicates problems and initiates solutions in familiar and unfamiliar situations with/without support responds appropriately to ideas, opinions, values, and products of peers from diverse and common backgrounds with/without support (e.g., structured peer feedback form) <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient
Managing personal relationships	<ul style="list-style-type: none"> initiates casual exchanges with classmates without support initiates and maintains relationships with routine means of interpersonal communication appropriately without support <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient
Imparting and receiving information	<ul style="list-style-type: none"> asks for and provides information on topics without support describes characteristics of familiar people, places, and things describes basic characteristics of familiar people, places, and things with support (e.g., older/younger, names of store, purpose of place) records essential, detailed information into a graphic organizer with support (e.g., complete a t-chart, Venn diagram) <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient

Getting things done	<ul style="list-style-type: none"> makes and responds to common requests for assistance, warnings, and other requests states personal actions in the immediate future requests information and expresses needs using language functions (e.g., apologizing, complementing, giving advice) manages turn taking with some direction and agreement (e.g., who goes first, second...) encourages other group members to act appropriately <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient
Expressing themselves in a variety of academic contexts	<ul style="list-style-type: none"> draws on prior life experiences in a range of academic tasks with visuals, realia, and their first language uses a developing range of new knowledge, concepts, and skills to complete academic tasks with visuals, realia, and their first language demonstrates the foundational and essential knowledge, skills, and attitudes related to the core subject areas <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient
Expressing themselves in a variety of non-academic contexts	<ul style="list-style-type: none"> explores a developing range of basic knowledge by drawing on prior learning with visuals, realia, and their first language (e.g., communication, participation in the community and workplace) develops a range of new knowledge, concepts, and skills for everyday communication and participation in the community with visuals, realia, and their first language <input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient

LAL Literacy Phase 2B: Intercultural and Global Citizenship Strand

The Intercultural and Global Citizenship strand is the domain where 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.

<i>Learning Targets</i> <i>(from the LAL curriculum)</i>	<i>2B Checklist of Learning Outcomes</i> <i>(literacy skills and LAL content)</i>
Affirm and value first language and culture and value diversity	<ul style="list-style-type: none">• shares similarities and differences among their first language, English, and other languages• recognizes and shares similarities and differences between personal cultural heritage and other cultures beyond the classroom• collaborates and reflects on significance of diversity <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Explore personal academics and future opportunities	<ul style="list-style-type: none">• identifies and sets goals to work towards high school graduation (e.g., identifies classes required, sets out a high school plan), with support• communicates and shares a basic understanding of their report card comments, and identifies areas that require support and areas of excellence• independently fills out a basic job application• chooses correct terms to search for job postings in the local area• demonstrates an understanding of different educational institutions (e.g., trades, academic, workplace training)• generates and communicates a long-term career plan or path <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>
Demonstrate knowledge of Canada	<ul style="list-style-type: none">• identifies key features of provinces and territories (e.g., coastal, mountains, prairies, the North)• makes their own flag or cultural symbols• demonstrates an understanding of the Seven Sacred Teachings• identifies one area of the 94 recommendations for Truth and Reconciliation and puts this into action• identifies significant historical and political figures• develops basic understanding of the Canadian electoral process (e.g., candidates, elections, voting)• shares personal holidays and celebrations, recognizes those of classmates, and identifies Canadian holidays and celebrations <div><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</div>

Demonstrate global citizenship

- supports peers in developing an understanding of the similarities and differences between self and others as positively contributing to class, school, and community culture
- understands, participates in, and encourages others to attend school events

☐ Beginning ☐ Developing ☐ Proficient

LAL Literacy Phase 2B: Learning and Literacy Strategies Strand	
The Learning and Literacy Strategies strand is the domain where 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.	
Learning Targets <i>(from the LAL curriculum)</i>	2B Checklist of Learning Outcomes <i>(literacy skills and LAL content)</i>
Language Learning Strategies	<ul style="list-style-type: none"> evaluates their own performance or comprehension at the end of a task experiences various methods of language acquisition, and identifies one or more considered to be personally useful demonstrates awareness of the potential of learning through direct exposure to the language knows how strategies may enable coping with texts containing unknown elements identifies problems that might hinder successful completion of a task and seek solutions monitors their own speech and writing to check for persistent errors demonstrates awareness of their own strengths and weaknesses, and identifies their own needs and goals understands that making mistakes is a natural part of language learning experiments with various forms of expression, and notes their acceptance or non-acceptance by more experienced speakers uses self-talk to feel competent to do the task <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p>
Language Use Strategies	<ul style="list-style-type: none"> summarizes information gathered makes connections between texts on the one hand and prior knowledge and personal experience on the other uses descriptions, explanations, or various words and phrases to compensate for a lack of specific terms (i.e., circumlocution) uses a variety of resources to correct texts (e.g., personal and commercial dictionaries, checklists, grammar guidebooks) applies grammar rules to improve accuracy at the correction stage revises and corrects the final version of text starts again, using a different tactic, when communication breaks down uses fillers, hesitation devices, and gambits to sustain conversations <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p>

General Learning Strategies	<ul style="list-style-type: none"> makes inferences, and identifies and justifies the evidence on which these inferences are based uses previously acquired knowledge or skills to assist with a new learning task works with others to monitor their own learning takes responsibility for planning, monitoring, and evaluating learning experiences monitors their own level of anxiety about learning tasks, and takes measures to lower it if necessary (e.g., deep breathing, laughter) uses social interaction skills to enhance group learning <p><input type="checkbox"/> Beginning <input type="checkbox"/> Developing <input type="checkbox"/> Proficient</p>
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Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

LAL Literacy—LAL Unit Plan

LAL Literacy Unit Plan Template

The literacy topics, language learning goals, and resources for teaching are created in a frame with the following sections:

LAL Literacy Phase				
Unit Theme				
Big Ideas				
End-of-Unit Task				
LAL Framework Strands	Linguistic Strand	Contextual Application	Intercultural Competencies	Literacy Strategies
Outcomes	Targeted outcomes from the LAL curriculum	Targeted outcomes from the LAL curriculum	Targeted outcomes from the LAL curriculum	Targeted outcomes from the LAL curriculum
Connections to Prior Learning	Prior Learning	Learning Supports	Instructional Strategies	Assessment Criteria
	<ul style="list-style-type: none">Prerequisite literacy skills that students will require to know the targeted outcomes	<ul style="list-style-type: none">Supports and manipulatives that assist in meeting the literacy and language outcomes	<ul style="list-style-type: none">Targeted outcomes from the LAL curriculum	<ul style="list-style-type: none">Targeted outcomes from the LAL curriculum
Learning Experiences	Listening	Reading	Writing	Speaking/Pronunciation
	<ul style="list-style-type: none">Language skills and elements that will complement the theme	<ul style="list-style-type: none">Language skills and elements that will complement the theme	<ul style="list-style-type: none">Language skills and elements that will complement the theme	<ul style="list-style-type: none">Language skills and elements that will complement the theme
	Vocabulary	Grammar	Functions	Sentences Frames
	<ul style="list-style-type: none">Suggested vocabulary and lexicon to develop the theme	<ul style="list-style-type: none">Suggested grammatical structures to build upon previous structures	<ul style="list-style-type: none">Suggested functions to reinforce and enhance the theme	<ul style="list-style-type: none">Suggested sentence frames to reinforce and enhance literacy

LAL Literacy Unit Plan Exemplar

The literacy topics, language learning goals, and resources for teaching are created in a frame with the following sections:

LAL Literacy Phase 1A				
Unit Theme: Classroom				
Big Ideas: <ul style="list-style-type: none">• Essential school supplies• Simple actions (raise hand, command words)• Schedules (school spaces)				
End-of-Unit Task: Use a school map for a scavenger hunt to take photos of school locations.				
LAL Framework Strands	Linguistic Strand	Contextual Application	Intercultural Competencies	Literacy Strategies
Outcomes	Demonstrate an understanding of 5Ws and of short and long vowel sounds within the context of the classroom; learn common command words and directional words; copy simple words	Share basic information; indicate basic needs and wants; share greetings and farewells; understand relationships	Connect new words to first language; recognize basic vocabulary regarding school, school name, street name for school	Listen for direction or instruction; memorize new words by repeating; perform action to match command; mimic what the teacher says
Connections to Prior Learning	Prior Learning	Learning Supports	Instructional Strategies	Assessment Criteria
	<ul style="list-style-type: none">• Demonstrate upper- and lower-case letter recognition, some letter sound awareness, understanding of digits	<ul style="list-style-type: none">• Use picture dictionary, word/picture walls, realia of the classroom, schedules, flashcards	<ul style="list-style-type: none">• Engage in walking tour of the school aided by a school map, interactive games, worksheets, direct teaching	<ul style="list-style-type: none">• Identify classroom language; identify school spaces and places
Learning Experiences	Listening	Reading	Writing	Speaking/Pronunciation
	<ul style="list-style-type: none">• Listen and respond to teacher’s commands• Listen for key words	<ul style="list-style-type: none">• Use timetable, classroom numbers, symbols for locations	<ul style="list-style-type: none">• Copy words; copy words from word list; copy phrases; copy sentence frame	<ul style="list-style-type: none">• Mimic
	Vocabulary	Grammar	Functions	Sentences Frames
	<ul style="list-style-type: none">• Items: backpack, locker, pen, pencil, eraser, book, binder, paper, computer, desk, chair, classroom• Locations: office, bathroom, gym, library, cafeteria• Commands: listen, speak, tell, look, point, write, read, turn right, turn left, go here, go straight, stop	<ul style="list-style-type: none">• 5 Ws, questions, use present tense, simple yes/no questions, command words	<ul style="list-style-type: none">• Copy lists; read schedule; respond and use simple social interactions patterns	<ul style="list-style-type: none">• What is this? This is....• What are these? These are...• Where is the...? Upstairs, downstairs, turn left, turn right



Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

LAL Literacy Lesson Plan Frame and Exemplars

LAL Literacy Lesson Plan Frame and Exemplars

LAL Lesson Plan Frame						
Grade and Subject: _____						
Lesson Topic: _____						
Stage: _____						
Big Idea: Content-Area Goals	Subject-Area Vocabulary	English Language Expectations	Strategies			Assessment
			In Class	Manitoba Global Competencies	Using Technology	
1.						
2.						
3.						

LAL Lesson Plan Frame—Example 1

Grade and Subject: LAL Literacy Phase 1

Lesson Topic: Name and experience the words and actions of basic classroom norms.

Stage: LAL Phase 1A

Big Idea: Content-Area Goals	Subject-Area Vocabulary	English Language Expectations	Strategies			Assessment
			In Class	Manitoba Global Competencies	Using Technology	
1. Develop and use basic classroom vocabulary.	Students will learn and practise using the following common terms used by teachers: listen, look, point, speak, raise hand, question, recite, repeat, ready.	Students will be able to use the English alphabet to decode words. Practise pronunciation.	List words for students. Explain and demonstrate these words. Have students match these words to images.	Learning to Learn/Self-Awareness	Using Google Search and Google Translate, key in words and find their meaning online. Pronounce the words.	Triangulate your assessment based on your observation of in-class activities, the student’s oral and written response to in-class activities, and what they produce.
2. Practise classroom norms, responding using appropriate school words and actions.		From previous lessons, students will have begun developing a basic vocabulary of mono- and bi-syllabic words, both orally and in writing, and the capacity to expand that vocabulary.	<ul style="list-style-type: none">Hand out notecards for students to use to make their own flashcards using the images.Demonstrate how to make a flashcard by making them together.In pairs and threes, have students role-play the teacher-student relationship.			
3.						

LAL Lesson Exemplar 1

Grade and Subject: LAL Literacy Phase 1

Lesson Topic: Name and experience the words and actions of basic classroom norms.

Stage: LAL Phase 1A **Global Competency:** Learning to Learn/Self-Awareness and Self-Direction **Infused topics:** Safe and Caring Schools; Strength-Based Practices; Self-Awareness; Technology and Social Media

Big Idea: Content-Area Goals	Subject-Area Vocabulary	English Language Expectations	Strategies			Assessment
			In Class	Manitoba Global Competencies	Using Technology	
Develop and use basic classroom vocabulary. Practise classroom norms, responding using appropriate school words and actions.	Students will learn and practise using the following common terms used by teachers: listen, look, point, speak, raise hand, question, recite, repeat, ready, write, copy.	Students will already be able to use the English alphabet to decode words. From previous lessons, students will have begun developing a basic vocabulary of mono- and bi-syllabic words, both orally and in writing, and the capacity to expand that vocabulary.	List words for students, and then explain and demonstrate them. Hand out a sheet with images of items. Hand out notecards for students to use to make their own flashcards using the images. Demonstrate how to make flashcards by making them together with the students. In pairs and threes, have students role-play the teacher-student relationship.	Have students take their flashcards home and role-play the teacher-student relationship with a parent/caregiver/sibling.	Have students take their flashcards home and role-play the teacher-student relationship with a parent/caregiver/sibling.	

LAL Lesson Exemplar 2

Grade and Subject: LAL Literacy Phase 1

Lesson Topic: Name, define, and gather essential school supplies to prepare to complete a map-based scavenger hunt.

Stage: LAL Phase 1A **Global Competency:** Learning to Learn/Self-Awareness and Self-Direction **Infused topics:** Safe and Caring Schools; Strength-Based Practices; Self-Awareness; Technology and Social Media

Big Idea: Content-Area Goals	Subject-Area Vocabulary	English Language Expectations	Strategies			Assessment
			In Class	Manitoba Global Competencies	Using Technology	
Develop and use basic vocabulary, describing and being able to recognize and name essential school supplies. Gather the items on the list and use them to role-play being a student.	Common teaching terms from previous lessons will be used to teach the lesson (e.g., listen, look, show, point, speak, read, write, copy). These terms have been taught already and the teacher will continue to review and practise them with the students.	Students will learn the following nouns by associating them with their real-life items: pen, pencil, eraser, paper, book, binder, backpack, locker, computer, desk, chair, computer. From previous lessons, students will have begun developing a basic vocabulary of mono- and bi-syllabic words, both orally and in writing, and the capacity to expand that vocabulary.	List words for students. Show real-life examples and pictures of each item, along with English words (use document camera, whiteboard, or a projected slide-deck). Speak the words aloud together with the students. Hand out a sheet with images of items. Hand out notecards for students to use to make their own flashcards using the images. In pairs, have students use their flashcards to practise. List English words on whiteboard or projector screen. Play a classroom scavenger card game to gather cards with words to match the items on the list. In pairs, practise pronouncing words. Create flashcards: write words and pictures on notecards.	Use a search engine and online translator to find the words online and practise keying in and speaking them. Share and practise saying the name for the images with parent/caregiver/sibling.	Use flashcards to practise. Together with a parent/caregiver/sibling, practise using the flashcards to identify and say the words.	



Senior Years

Literacy, Academics, and Language (LAL) Literacy Courses

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