



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 <i>(from the LAL curriculum)</i>	1A Checklist of Learning Outcomes <i>(literacy skills and LAL content)</i>
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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