



KINDERGARTEN TO GRADE 12
CURRICULUM FRAMEWORK FOR
EAL/LAL PROGRAMMING

Section 4c Senior Years



EAL Acquisition Continuum

DRAFT




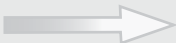
SENIOR YEARS EAL ACQUISITION CONTINUUM

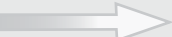

Domain 1: Linguistic Competence



Students will use English confidently and competently for communication, personal satisfaction, and further learning.

Cluster 1.1		By the end of each stage, students will be able to use English to:	
Demonstrate use of linguistic elements			
Strand	Stage 1 	Stage 2 	
1.1.1 Use sound and symbol systems <i>a. Demonstrate understanding of pronunciation</i>	Mimic pronunciation of words and short phrases Mimic English intonation and stress patterns <i>(e.g., question)</i>	With modelling and guidance, pronounce with developing accuracy frequently used words With support, comprehend and respond to basic English intonation patterns such as Yes-no and wh--? questions	
1.1.1 Use sound and symbol systems <i>b. Demonstrate understanding of symbol system</i>	Recognize and name letters of the Roman alphabet Use, in modelled oral and written situations, some elements of the sound-symbol system <i>(e.g., copy letters and words encountered in the child's environment)</i>	Consistently use, in structured oral and written situations, all elements of the sound-symbol system <i>(e.g., use word bank to complete sentence frame)</i>	
1.1.2 Use lexicon	Know and use a basic repertoire of words and phrases in familiar contexts, within the suggested areas of experience (see list following GLO 1.4)	Know and use a developing repertoire of words and phrases in familiar classroom, academic, and social contexts, within the suggested areas of experience (see list following GLO 1.4)	
1.1.3 Understand grammatical features	Use, with modeling and support, simple English structures in phrases or short sentences, in familiar social and classroom situations; use meaningful chunks of language NB: At this stage, frequent errors may impede meaning.	With support, experiment with a developing range of simple English structures, to express their own ideas in familiar social and classroom situations NB: At this stage, frequent errors may impede meaning.	

Stage 3 	Stage 4 	Stage 5
<p>Pronounce most English phonemes comprehensibly, despite some difficulty with specific sounds (e.g., <i>th</i>)</p> <p>Comprehend and use basic English intonation and phrasing patterns to communicate intended meaning</p>	<p>Begin to use English patterns of linking words, and timing of vowel sound; pronunciation does not interfere with communication</p> <p>Comprehend and use standard English intonation and stress patterns in words and sentences to convey intended meanings and feelings, as expected at the student's age</p>	<p>Use consistently clear and comprehensible pronunciation and intonation, although some accent may be retained</p>
<p>Consistently and independently use all elements of the sound-symbol system to comprehend and generate oral and written text with some accuracy (e.g., <i>comprehensible invented spelling</i>)</p>	<p>Apply knowledge of the sound-symbol system to comprehend and generate oral and written text with increasing accuracy in a variety of contexts, across the curriculum; read clear cursive writing</p>	<p>Predict the missing elements of words by knowledge of spelling rules; read a variety of cursive writing; produce cursive writing</p>
<p>Know and use a developing repertoire of words and phrases for a variety of new classroom, academic, and social purposes, within the suggested areas of experience (see list following GLO 1.4)</p>	<p>Know and use an expanded repertoire of words and phrases for a variety of complex age-/grade-appropriate classroom, academic and social purposes, within the suggested areas of experience (see list following GLO 1.4)</p>	<p>Know and use a wide repertoire of words and phrases for a variety of complex classroom, age-/grade-appropriate academic and social purposes within the suggested areas of experience (see list following GLO 1.4)</p>
<p>Have a sufficient control of basic structures of English to interact effectively in most social situations; attempt to generate rules and self-correct; experiment with more complex structures NB: At this stage, as students experiment with more complex structures, errors are expected.</p>	<p>Have sufficient control of key linguistic structures and features to understand and communicate information and ideas in social and general school contexts NB: At this stage, occasional errors will not impede meaning.</p>	<p>Have sufficient control of most structures and features of English to participate effectively in a general content-area classroom</p>

Cluster 1.1 continued	By the end of each stage, students will be able to use English to:	
	Demonstrate use of linguistic elements	
Strand	Stage 1 	Stage 2 
1.1.4 Understand mechanical features	Recognize and use basic English mechanical features in modeled situations <i>(e.g., copy sentence with word spacing)</i>	Recognize and use basic English mechanical features in structured situations <i>(e.g., attempt to indent for a paragraph)</i>
1.1.5 Understand discourse features	Experiment with and use basic English discourse features <i>(e.g., connectives such as "and" and "so")</i>	Recognize and use basic English discourse features in structured situations and explore their use for effect <i>(e.g., "I think"; "First then ..."; fill in a graphic organizer)</i>
Cluster 1.2	By the end of each stage, students will be able to use English to:	
	Demonstrate use of language competence	
Strand	Stage 1 	Stage 2 
1.2.1 Listening and viewing	Listen to and understand simple words, word clusters, and sentences, with visual aids such as gestures, role-playing/acting out, pictures, realia, or other representations in familiar classroom routines and social contexts	Listen to and understand the gist of an oral or multimedia presentation or discussion on a familiar topic in structured and unstructured situations, with or without visual aids such as gestures, role-playing/acting out, pictures, realia, or other representations
1.2.2 Speak and represent	Produce orally meaningful phrases, common social formulae, and simple sentences in structured familiar situations, with or without visual aids such as gestures, role-playing/acting out, pictures, realia, multimedia, or other representations	Express meaning spontaneously and/or produce with guidance, a short oral presentation on a personal or familiar academic topic in a structured situation, with or without visual aids such as gestures, role-playing/acting out, pictures, realia, multimedia, or other representations



Stage 3 	Stage 4 	Stage 5
Use basic English mechanical features with some consistency with support, and demonstrate an awareness of more sophisticated features	Use a range of English mechanical features with some consistency and limited support, as appropriate to grade level	Use a broad range of English mechanical features consistently but with occasional support and experiment with their use for effect
Use basic English discourse features with some consistency, and demonstrate a growing awareness of the variety of purposes for English discourse features <i>(e.g., recognize the importance of boldface words in text, use cue words for cause-effect relationships)</i>	Expand repertoire and use English discourse features in a range of grade-level texts with some consistency; apply these features for effect, with limited support <i>(e.g., use cue words such as "however" and "although" for contrast)</i>	Use English discourse features for effect consistently but with occasional support, for a variety of audiences and purposes <i>(e.g., use of tense and aspect markers to create intersentential cohesion)</i>



Stage 3 	Stage 4 	Stage 5
Listen to and understand the main points and some details of a short oral presentation or discussion, or a multimedia presentation on a variety of familiar topics in unstructured situations and unfamiliar topics in structured situations	Understand main points and supporting details for most of an extended oral or media presentation, or a discussion on a range of familiar and unfamiliar topics	Understand main points and supporting details of an extended oral or media presentation, lecture, or a discussion on familiar and unfamiliar topics
With support, produce a short prepared or spontaneous presentation on a personal or familiar academic topic in a structured or unstructured situation with or without visual aids such as gestures, role-playing/acting out, pictures, realia, multimedia, or other representations	With targeted support, present and elaborate on thoughts and ideas on a range of familiar and unfamiliar topics, demonstrating an awareness of audience, with or without the use of media	With minimal support, present prepared or spontaneous oral or multimedia presentations that elaborate on thoughts and ideas in a coherent and effective manner on familiar and unfamiliar topics

Cluster 1.2
continued

By the end of each stage, students will be able to use English to:

Demonstrate use of language competence



Strand	Stage 1 	Stage 2 
1.2.3 Read and view	Recognize and understand simple words, sentences, or short teaching texts, previously introduced orally in a structured situation, supported with pictures, repetition, or patterns	With guidance, comprehend a series of interrelated ideas on familiar topics in an increasing range of text forms encountered in everyday and general school contexts, supported with visual aids such as pictures, realia, or other representations
1.2.4 Write and represent	Drawing on the oral repertoire and with extensive modelling and/or guidance, write simple texts (words, phrases, and short sentences) based on memorized expressions and sentences practised orally on familiar topics, using or not using simple representations to aid communication <i>(e.g., an account of the student's daily routine, with illustrations)</i>	With guidance, produce a simple text of several interrelated ideas on a familiar topic in structured situations, using some writing conventions, using or not using simple representations to aid communication <i>(e.g., with modelled sentences, write a thank-you note, complete an application form; fill in a T-chart)</i>
1.2.5 Demonstrate interactive fluency	Respond appropriately to basic personal questions and engage in short classroom or social interactions, using phrases or simple sentences; indicate understanding or lack of understanding with gestures or short phrases; observe English-speaking peers	Begin to initiate interactions and respond to questions on familiar topics; manage simple, routine interactions without undue difficulty, asking for repetition or clarification when necessary; respond to English-speaking peers



Stage 3 	Stage 4 	Stage 5
With preparation and support, comprehend the main idea and some details of a portion of straightforward narrative and factual text on topics of personal interest and teacher-selected subject areas, with visual aids to support key abstract ideas	With preparation and occasional support, comprehend the main ideas and supporting details of a variety of grade-level texts on familiar and new topics, possibly including complex representations of ideas, events, and information	With minimal preparation and support, comprehend main points and supporting details of a variety of grade-level texts on familiar and unfamiliar topics including complex representations of ideas, events, and information
Produce guided or spontaneous text containing a series of interrelated ideas dealing with familiar personal and academic topics, with or without simple representations to aid communication <i>(e.g., use a template to report on a science experiment)</i>	With support, organize and develop coherent and effective extended texts on familiar and unfamiliar topics, in structured and unstructured situations, with or without representations of ideas, events, and information <i>(e.g., an essay)</i>	With support, organize and develop complex, coherent, and effective text in prescribed conditions that approximate grade-level expectations, on a variety of topics for a variety of purposes, and/or create coherent and effective multimedia presentations on complex subjects or ideas <i>(e.g., a short research paper)</i>
Manage longer and more complex social and classroom interactions in familiar personal and classroom settings with some ease, using several strategies to sustain conversation when necessary; interact with English speakers	Sustain and develop interactions with increasing ease in a variety of structured and unstructured social, general school, and academic settings	Manage effectively and with ease long and complex interactions for a variety of purposes expected at age/grade level, seldom needing repetition or clarification

Cluster 1.3

By the end of each stage, students will be able to use English to:

**Demonstrate use of
socio-cultural/socio-linguistic elements**



Strand	Stage 1 	Stage 2 
1.3.1 Use language appropriately in different contexts	Listen to and observe different levels of formality of language as used in their environment <i>(e.g., among peers, teacher to student)</i>	Experiment with formal and informal uses of language in familiar contexts <i>(e.g., "buddy" vs. "friend")</i>
1.3.2 Use idiomatic expressions	Imitate age-appropriate idiomatic expressions	Experiment with learned idiomatic expressions in new contexts
1.3.3 Use variations in language	Experience a variety of voices <i>(e.g., male/female)</i>	Experience a variety of accents and variations in speech
1.3.4 Understand social conventions	Use basic social expressions appropriate to the classroom <i>(e.g., "Mr. Smith, Excuse me, please.")</i>	Recognize verbal behaviours that are considered impolite
1.3.5 Understand non-verbal communication	Understand the meaning of and imitate some common non-verbal behaviours used in the English culture <i>(e.g., raise hand in class)</i>	Recognize and begin to use appropriate and inappropriate non-verbal behaviours for people frequently encountered <i>(e.g., interpersonal space and physical contact)</i>



Stage 3 	Stage 4 	Stage 5
Explore formal and informal uses of language in a variety of contexts	Identify differences in register between spoken and academic texts	Use the appropriate level of formality for the variety of people and contexts in their lives
Use learned idiomatic expressions in a variety of contexts	Interpret unfamiliar idiomatic expressions in a variety of contexts	Use unfamiliar idiomatic expressions in a variety of contexts
Recognize other influences resulting in variations in language <i>(e.g., text messaging)</i>	Identify some common regional or other variations in language	Adapt to some variations in language
Understand the use of familiar social conventions encountered in oral and written texts <i>(e.g., common euphemisms)</i>	Use appropriate politeness conventions in a variety of everyday and classroom contexts <i>(e.g., how to interrupt a conversation)</i>	Interpret and use a variety of social conventions in a variety of situations
Experiment with appropriate non-verbal communication techniques in a variety of contexts	Interpret and use with some consistency a variety of non-verbal communication techniques in a variety of contexts	Interpret and use effectively a variety of non-verbal communication techniques in a variety of contexts

Cluster 1.4

By the end of each stage, students will be able to use English to:

Demonstrate knowledge of how discourse is organized, structured, and sequenced

Strand	Stage 1 	Stage 2 
1.4.1 Understand cohesion and coherence	Recognize and order sequential elements of a simple familiar story, process, or series of events, with visual support <i>(e.g., arrange cut-up sentences of a simple story)</i>	Recognize the connections between several paragraphs on a single topic; with guidance, link several sentences coherently on a single topic, using link words or groups of words in simple ways <i>(e.g., using words like "first," "second," and "in the morning;" pronouns)</i>
1.4.2 Recognize text forms	Recognize some common oral and written text forms <i>(e.g., lists, invitations, messages, instructions, announcements, parental consent form)</i> Follow a model to produce some simple text forms <i>(e.g., map, survey, daily personal schedule)</i>	Recognize and use a range of simple text forms in guided and unguided everyday and classroom situations <i>(e.g., menu, advertisement, table of contents, thank-you note, bus schedule)</i>
1.4.3 Understand patterns of social interaction	Respond using very simple social interaction patterns in face-to-face situations <i>(e.g., question-answer, greeting-response, invitation-accept/decline)</i>	Initiate interactions, and respond using simple social interaction patterns in face-to-face situations <i>(e.g., request-acceptance/refusal; social invitations; buying a drink at the convenience store)</i>

Stage 3 	Stage 4 	Stage 5
<p>Organize texts of two or three paragraphs, using common patterns <i>(e.g., cause and effect, straightforward time sequencing, steps in a procedure; interpret simple cohesive devices within texts; use simple cohesive devices such as conjunctions and synonyms)</i></p>	<p>Produce a coherent text of several paragraphs, using cohesive devices such as conjunctions, articles, and substitution</p>	<p>Recognize and effectively organize a variety of lengthy and complex texts using the appropriate conventions, linking words, and other features</p> <p>Recognize and begin to use cohesive devices such as ellipses and substitution</p>
<p>Recognize and use a variety of media text forms; analyze and identify the organizational structure of a variety of text forms <i>(e.g., folk tale/fable, newspaper article, instructions for a game, website)</i></p>	<p>Use a variety of familiar text forms and media in their own productions <i>(e.g., recipe, comic strip, letters, radio or television report, article, computer presentation)</i></p>	<p>Recognize and use a variety of sophisticated text forms for a variety of purposes; choose text forms for effect</p>
<p>Combine simple social interaction patterns to perform everyday interactions <i>(e.g., invitation-acceptance/refusal with explanation, on the playing field, school office interactions)</i></p>	<p>Combine social interaction patterns to perform complex transactions and interactions <i>(e.g., request goods/services)</i></p>	<p>Use appropriate social interaction patterns in a variety of age-/grade-level social and classroom settings <i>(e.g., actively participate in group discussion of a new topic)</i></p>



Senior Years Suggested Topics for Development of Lexicon (Strand 1.1.2)



Stage 1	Stage 2	
<p>Basic interpersonal communication:</p> <ul style="list-style-type: none"> ■ People around me <ul style="list-style-type: none"> ■ greetings ■ basic personal information ■ family ■ People and their physical characteristics <ul style="list-style-type: none"> ■ the human body ■ basic health ■ simple personal actions ■ clothing ■ colours ■ common emotions ■ Activities <ul style="list-style-type: none"> ■ daily routines/activities ■ foods and meals ■ favourite pastimes ■ leisure ■ celebrations—personal and cultural ■ Weather and seasons <ul style="list-style-type: none"> ■ activities for seasons ■ Home <ul style="list-style-type: none"> ■ basic types of housing ■ rooms and furnishings ■ Classroom and school <ul style="list-style-type: none"> ■ essential school supplies ■ simple actions/routines ■ core subjects ■ school schedules ■ building facilities ■ classroom furnishings ■ safety/health ■ assignments, assessments, report cards ■ Workplace <ul style="list-style-type: none"> ■ occupations and professions ■ settings and duties ■ simple actions/routines 	<ul style="list-style-type: none"> ■ Community <ul style="list-style-type: none"> ■ addresses ■ public places ■ public transportation ■ directions ■ essential shopping ■ animals and plants <p>Foundational* academic vocabulary related to themes and concepts from the ELA, social studies, science, mathematics, the arts, physical education/health, ICT, or elective courses student is taking, including, among other topics:</p> <ul style="list-style-type: none"> ■ Numeracy <ul style="list-style-type: none"> ■ cardinal and ordinal numbers ■ money ■ time /calendar ■ measurement ■ shapes ■ sizes ■ basic arithmetic and symbols ■ Communications technology <ul style="list-style-type: none"> ■ computer terms/hardware ■ web terms ■ Canada and Canadian culture <ul style="list-style-type: none"> ■ provinces, territories and capital cities ■ symbols ■ Manitoba places relevant to students ■ basic landforms 	<p>Basic interpersonal communication:</p> <ul style="list-style-type: none"> ■ Expansion of topics introduced in Stage 1, plus ■ People around me <ul style="list-style-type: none"> ■ personality traits ■ friendships ■ relationships ■ Community <ul style="list-style-type: none"> ■ places and transportation ■ driving/ map reading ■ popular stores and restaurants ■ shopping ■ organizations and agencies ■ Activities <ul style="list-style-type: none"> ■ sports and exercise ■ vacation and travel ■ community clubs, sports facilities, recreation programs ■ vacation and travel ■ Workplace <ul style="list-style-type: none"> ■ applying for a job ■ workplace routines/greetings ■ workplace interactions ■ basic workplace safety and rights ■ applying for essential documents ■ Classroom and school <ul style="list-style-type: none"> ■ assignments, assessments, reporting ■ educational requirements ■ graduation ■ educational institutions ■ participating in the school community ■ extracurricular and volunteer activities, clubs, teams, field trips, school events


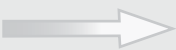


Stage 2	Stage 3	Stage 4
<ul style="list-style-type: none"> ■ Arts and entertainment <ul style="list-style-type: none"> ■ music genres ■ artists ■ musical instruments ■ fashions and fads ■ performing and visual arts ■ storytelling ■ Communications technology <ul style="list-style-type: none"> ■ media types ■ computer software ■ Canada and Canadian culture ■ Basic vocabulary related to themes and content in social studies, science, mathematics, the arts, physical education and health curricula, ICT, or elective courses that the student is taking ■ High-frequency general academic vocabulary that can be taught in a concrete, meaningful way 	<p>Basic interpersonal communication, including group interaction and citizenship:</p> <ul style="list-style-type: none"> ■ Expansion of topics introduced in Stages 1 and 2, plus ■ Student needs and interests, including: <ul style="list-style-type: none"> ■ time management ■ personal habits/stress management ■ Classroom and school <ul style="list-style-type: none"> ■ Post-secondary planning ■ bursaries/support ■ career planning ■ Arts, entertainment, and literature ■ Work <ul style="list-style-type: none"> ■ uniforms and equipment ■ workers' rights and responsibilities 	<p>Basic interpersonal communication, related to student needs and interests:</p> <ul style="list-style-type: none"> ■ Expansion of topics introduced in Stages 1 to 3 ■ Personal inventories (<i>e.g., learning styles, multiple intelligences, career interests</i>) ■ Basic and complex vocabulary related to themes, content, and processes from near grade-level subject areas ■ General academic vocabulary and collocations
		<p>Stage 5</p>
	<ul style="list-style-type: none"> ■ Technology and technological innovation ■ Environment ■ Social issues ■ Canada and Canadian society ■ General academic vocabulary ■ Common specialized and some abstract vocabulary related to themes, content, and processes across the curriculum 	<ul style="list-style-type: none"> ■ Low-frequency and abstract academic vocabulary and collocations ■ Specialized vocabulary related to themes, content, and processes from grade-level subject areas.

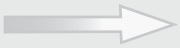
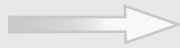
Domain 2: Contextual Applications



Students will acquire and use English in a variety of contexts and for a variety of purposes.

Cluster 2.1		By the end of each stage, students will be able to use English to:	
Meet personal needs and interests			
Strand	Stage 1 	Stage 2 	
2.1.1 Express emotions and personal perspectives <i>a. Share ideas, thoughts, opinions, and preferences</i>	Express simple preferences in short one- or two-word statements; express a simple personal response <i>(e.g., respond to a song or story)</i>	Identify favourite people, places, or things; record and share preferences; express a personal response to a variety of situations	
2.1.1 Express emotions and personal perspectives <i>b. Share emotions, feelings</i>	Respond to and express basic emotions and feelings <i>(e.g., pleasure, happiness, I am + adjective)</i>	Identify, express, and respond to a variety of emotions and feelings, such as love, sadness, surprise, fear, in familiar contexts Record and share personal experiences involving an emotion or feeling <i>(e.g., keeping a journal)</i>	
2.1.2 Use language for imaginative purposes and personal enjoyment <i>a. Express humour/fun</i>	Identify words or situations that are personally humorous	Use English for fun and to interpret humour in familiar contexts	
2.1.2 Use language for imaginative purposes and personal enjoyment <i>b. Use language for creative/aesthetic purposes and personal enjoyment</i>	Participate in creative and aesthetic language activities Use English for personal enjoyment <i>(e.g., listen to a favourite song)</i>	Attempt to use English creatively and for aesthetic purposes <i>(e.g., to tell a story or experiment with the sounds and rhythms of the language in oral and written texts)</i>	

Stage 3 	Stage 4 	Stage 5
Inquire about and respond to others' opinions; record and share thoughts and ideas with others <i>(e.g., keep a journal of ideas for stories)</i>	Express opinions and provide details in support of those opinions <i>(e.g., report on an activity outside the classroom)</i> Distinguish fact from opinion; inquire about and express probability and certainty	Defend an opinion in a discussion using supporting information and persuasive language
Inquire about, express, and respond to emotions and feelings of self and others in a variety of familiar contexts, and identify expressions of emotions and feelings in texts Use a range of expressions to describe emotions	Acknowledge and discuss other viewpoints, with reference to their own ideas <i>(e.g., classroom debate)</i> Express and respond to emotions and feelings in informal and formal situations <i>(e.g., personal and school relationships)</i>	Effectively express emotions and feelings in a variety of formal and academic situations
Use English for fun and to interpret and express humour in basic academic texts	Interpret and express humour appropriately in a variety of situations; begin to identify subtle forms of humour <i>(e.g., irony, wordplay)</i>	Identify and interpret subtle forms of humour in a variety of situations <i>(e.g., irony, satire, and wordplay)</i>
Explore and identify the use of English creatively and for aesthetic purposes in basic academic texts <i>(e.g., patterned poem; a multimedia presentation on a familiar topic)</i>	Use features of the language for creative and aesthetic purposes in a variety of familiar personal and academic texts	Effectively use language for creative and aesthetic purposes in a variety of personal and academic texts Experiment with features of language to achieve a growing range of aesthetic and creative effects

Cluster 2.1 continued	By the end of each stage, students will be able to use English to:	
	Demonstrate use of linguistic elements	
Strand	Stage 1 	Stage 2 
2.1.3 Extend their knowledge of the world <i>a. Solve problems</i>	Observe and experience problem-solving situations in the classroom <i>(e.g., interpersonal relationships, learning activities)</i>	With guidance, report simple statements of problems and participate in problem-solving situations in familiar settings <i>(e.g., "My locker won't open." "He forgot his lunch." "The man [in the story] lost his money.")</i>
2.1.3 Extend their knowledge of the world <i>b. Explore opinions and values</i>	Listen and attempt to understand opinions expressed in familiar social and classroom settings	Respond to idea and products of peers <i>(e.g., using structured peer feedback form)</i>
Cluster 2.2	By the end of each stage, students will be able to use English to:	
	Communicate and interact with others to meet group needs and interests	
Strand	Stage 1 	Stage 2 
2.2.1 Manage personal relationships (form, maintain, and change relationships)	Exchange greetings and farewells. Address a new acquaintance, and introduce themselves Exchange some basic personal information	Initiate and participate in casual exchanges with classmates Use routine means of interpersonal communications <i>(e.g., personal telephone calls, email messages)</i>
2.2.2 Impart and receive information.	Share basic information <i>(e.g., name and address; respond to simple, predictable questions).</i> Identify familiar people, places, things Copy essential information <i>(e.g., friend's phone number, assignment information)</i>	Ask for and provide information on familiar topics in structured situations Describe basic characteristics of familiar people, places, and things. With guidance, record essential information into a graphic organizer <i>(e.g., complete a T-chart, Venn diagram)</i>



Stage 3 	Stage 4 	Stage 5
<p>Describe and analyze a problem, then propose solutions</p> <p>Generate and evaluate alternative solutions to problems</p>	<p>Use information collected from various sources to solve real-life problems</p>	<p>Apply problem-solving skills to the resolution of complex real-life problems (e.g., <i>discuss the causes, consequences, and possible solutions for global warming</i>)</p>
<p>With support, begin to explore the ways that personal or social values may be indicated by language cues (e.g., <i>gender-neutral language; infer the values of a character in a story by the way she speaks</i>)</p>	<p>Using language cues, distinguish fact from opinion in social and academic contexts</p>	<p>Identify uses of language that express bias, stereotype, discrimination, and racism in social and academic contexts</p>

Stage 3 	Stage 4 	Stage 5
<p>Give and respond to compliments, and explain actions.</p> <p>Recognize and respond appropriately to explicit negative verbal behaviours to oneself or others in personal interactions (e.g., <i>insults</i>).</p>	<p>Offer and respond to expressions of congratulations, sympathy, or regret.</p> <p>Recognize and respond appropriately to perceived negative language in a range of social and academic situations.</p>	<p>Use appropriate expressions to manage personal relationships in everyday and general school settings</p>
<p>Ask for and provide some detailed information on a range of familiar topics</p> <p>Describe people, places, things, and series or sequences of events or actions in academic contexts</p> <p>With support, record the main ideas of a short, structured oral or written text into a note-taking format or a graphic organizer</p>	<p>With occasional support, provide information of some detail on several aspects of an academic topic (e.g., <i>give a simple report, share facts about past events</i>)</p> <p>Understand and use definitions, comparisons and examples; with structure, share detailed information on a specific topic (e.g., <i>a report or biography</i>)</p>	<p>Share detailed information on a specific topic, indicating sources</p> <p>Record the essential points of a variety of academic presentations</p> <p>Summarize an extended description or sequence of events</p> <p>Recognize and use language cues to distance or hedge in statements of some unknown certainty (e.g., <i>"It is reported that..."</i>)</p>

Cluster 2.2

By the end of each stage, students will be able to use English to:

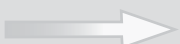
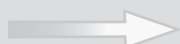
Communicate and interact with others to meet group needs and interests

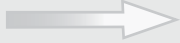
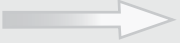
Strand	Stage 1 	Stage 2 
2.2.3 Get things done <i>a. Guide actions of others</i>	Indicate basic needs and wants; give and respond to simple oral instructions or commands <i>(e.g., "Open your book." "Go to the gym.")</i>	Make and respond to common requests for assistance, warnings, and other requests Give and follow an expanded range of common daily instructions in familiar contexts
2.2.3 Get things done <i>b. State personal actions</i>	Ask for permission; indicate willingness to do something; respond to offers, invitations, and instructions	State personal actions in the immediate future
2.2.3 Get things done <i>c. Manage group actions</i>	Respond to the rules of turn-taking; respond to inappropriate behaviour of others through non-verbal communication and simple expressions <i>(e.g., "Please stop!")</i>	Manage turn-taking <i>(e.g., "It's your turn.")</i> Encourage other group members to act appropriately <i>(e.g., "No cuts!" "Wait for your turn")</i>

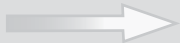

Cluster 2.3

By the end of each stage, students will be able to use English to:

Transfer prior learning and acquire new learning.

Strand	Stage 1 	Stage 2 
2.3.1 Express themselves in a variety of academic contexts and for a variety of academic purposes <i>a. Transfer prior academic and content/subject-area knowledge, concepts, and skills</i>	With the support of visuals, realia, and/or their first language, begin to connect prior learning with basic concepts and skills for foundational academic purposes	Draw on prior learning for a limited range of academic tasks



Stage 3 	Stage 4 	Stage 5
Give and respond to suggestions, advice, and warnings in a variety of situations; encourage others to take a course of action (e.g., "Let's...." "You should....")	Give and respond to direct and indirect suggestions or requests in formal situations (e.g., in a public library, at a school office)	Paraphrase, elaborate on, and clarify another member's contribution
State personal actions in the past, present, or future; make a promise and express intentions in a variety of situations	Accept or decline an offer or invitation, with explanations; express possibility in relation to their own actions and plans (e.g., "We might go....")	Take on a leadership role in small group projects
Check for agreement and understanding (e.g., "Let's do it this way, okay?") Express agreement/disagreement in an appropriate way Express appreciation, enthusiasm, support, and respect for contributions of others	Persuade others to take a course of action (e.g., "We should...so..."). Take on a leadership role in small-group projects	Lodge a formal complaint



Stage 3 	Stage 4 	Stage 5
Draw on prior learning for an expanded range of basic academic tasks in English	Consciously and consistently draw on prior learning to enhance academic learning and successfully complete a full range of grade-level academic tasks	Regularly draw on prior learning, consciously and unconsciously, to successfully complete complex academic tasks across a range of age-/grade-level appropriate courses

Cluster 2.3

By the end of each stage, students will be able to use English to:

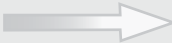

Transfer prior learning and acquire new learning



Strand	Stage 1 	Stage 2 
<p>2.3.1 Express themselves in a variety of academic contexts and for a variety of academic purposes <i>b. Acquire new knowledge, concepts, and skills in the content/subject areas</i></p>	<p>With the support of visuals, realia, and/or their first language, attempt to add new knowledge, concepts, and skills to prior learning for foundational academic purposes</p>	<p>With the support of visuals, realia, and/or their first language, add a developing range of new knowledge, concepts, and skills to complete simple structured academic tasks</p>
<p>2.3.2 Express themselves in a variety of non-academic contexts and for a variety of non-academic purposes <i>a. Transfer prior knowledge, concepts, and skills</i></p>	<p>With the support of visuals, realia, and/or their first language, attempt to recognize and connect basic concepts and skills related to prior learning for everyday communication and participation in the community and the workplace</p>	<p>With the support of visuals, realia, and/or their first language, draw on prior learning for a developing range of academic tasks for everyday communication and participation in the community and the workplace</p>
<p>2.3.2 Express themselves in a variety of non-academic contexts and for a variety of non-academic purposes <i>b. Acquire new knowledge, concepts, and skills</i></p>	<p>With the support of visuals and realia, attempt to add new knowledge, basic concepts, and skills for communication and participation in the community</p>	<p>With the support of visuals, realia, and/or their first language, add a developing range of new knowledge and skills for everyday communication and participation in the community</p>

Stage 3 	Stage 4 	Stage 5
With guidance, consciously and consistently draw on a greater range of new knowledge, concepts, and skills to complete various basic academic tasks	With occasional support, consciously and consistently draw on new knowledge and skills to enhance academic learning and successfully complete a range of grade-level academic tasks	Use new knowledge and skills to successfully complete complex academic tasks across a full range of age-/grade-level-appropriate courses
Draw on prior learning for an expanded range of everyday communication and participation in the community and the workplace	Consciously and consistently draw on prior learning to enhance everyday communication and participation in the community and the workplace	Fully transfer their prior learning to be part of their English language knowledge and skills, and unconsciously use it to enhance communication and participation in the community and the workplace
Effectively and appropriately draw on a greater range of new knowledge and skills for everyday communication and participation in the community	Consciously and consistently draw on new knowledge and skills to successfully engage in everyday communication and participation in the community	Use new knowledge and skills to enhance communication and participation in the community

Domain 3: Intercultural Competency and Global Citizenship

Students will acquire the knowledge, skills, and attitudes that will enable them to participate, communicate, and contribute to an interdependent, multilingual, and multicultural local and global society.



Cluster 3.1		
By the end of each stage, students will be able to use English to:		
Develop and use knowledge and understandings of themselves as bilingual-bicultural/multilingual-multicultural learners		
Strand	Stage 1 	Stage 2 
3.1.1 Affirm and value first language and culture	<p>Begin to identify similarities and differences between English and prior languages learned</p> <p>Begin to identify similarities and differences between their own cultural practices and those that are reflected in the class, school, and local community</p>	<p>Recognize and share with others information concerning similarities and differences among their first language, English, and other languages</p> <p>Recognize and share with others information concerning similarities and differences concerning their cultural heritage and other cultures they have encountered</p> <p>Draw on their prior languages and learning for personal, academic, and social learning and communication</p>
3.1.2 Value diversity	Participate in activities and experiences that involve people of diverse backgrounds and reflect elements of different cultures	Collaborate with other learners of diverse backgrounds and interests, and begin to identify the value of different languages, cultures, and other forms of diversity
3.1.3 Explore personal, academic, and career opportunities	Demonstrate an interest in learning English and participating in class and school events	Identify some personal uses they have made of their knowledge of the English language and Canadian culture

Stage 3 	Stage 4 	Stage 5
<p>Continue to draw on their prior languages and learning to enhance their personal, academic, and social learning and communication</p> <p>Continue to draw on their cultural knowledge and learning to enhance their personal, academic, and social learning and communication</p>	<p>Welcome opportunities to use their first or prior languages for personal and educational purposes</p> <p>Welcome opportunities to use their knowledge of their cultural heritage for personal, educational, and career purposes</p>	<p>Seek opportunities to use their first or prior languages for personal, educational, and career purposes</p> <p>Seek opportunities to use their knowledge of their cultural heritage for personal, educational, and career purposes</p>
<p>Recognize the value of other perspectives, languages, and cultures to enhance learning or for personal or social purposes</p> <p>Begin to explore diversity and similarities in the classroom, school, and local community</p>	<p>Draw on different perspectives and diversity of experiences to enhance learning, problem solving, and communication</p> <p>Explore diversity and similarities in the classroom, school, and local community, and reflect on its personal significance</p>	<p>Seek opportunities to work with people of diverse backgrounds and experiences for personal, educational, and career purposes</p> <p>Explore, compare, and reflect on common human needs and experiences of Canadians</p> <p>Examine common human needs and experiences of people around the world</p>
<p>Identify some careers for which multilingual and multicultural knowledge and skills will be useful</p>	<p>Explore and identify opportunities for using their multilingual and multicultural skills for personal, academic, and career purposes</p>	<p>Seek opportunities to use their multilingual and multicultural skills for personal, academic, and career purposes</p>

Cluster 3.2

By the end of each stage, students will be able to use English to:



Develop and use knowledge and understandings concerning Canada's peoples and its development as a nation and society

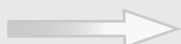
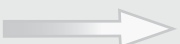
Strand	Stage 1 	Stage 2 
3.2.1 Acquire knowledge of Canada's history and development	Know a few basic facts or words related to the geography, the political system, or the peoples of Canada	Know basic vocabulary and concepts related to Canadian geography and selected concepts, people, and events in Canadian history
3.2.2 Acquire knowledge of Canada's peoples, cultures, and traditions	<p>Participate in activities and experiences that reflect traditional and contemporary elements of Canadian cultural heritage, such as holidays and celebrations, music, dance, art, literature, and food</p> <p>Experience cultural elements of diverse origins that reflect the diversity of Canada's peoples in terms of regions, ethnicities, languages, and faith groups</p>	<p>Explore the historical roots of traditional and contemporary cultural activities and experiences in such areas as holidays and celebrations, music, dance, art, literature, and food</p> <p>Explore and identify cultural and other forms of human diversity as reflected in the school, local, and broader community</p>

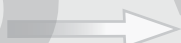
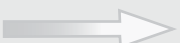
Cluster 3.3



By the end of each stage, students will be able to use English to:

Develop and use knowledge and understandings about global citizenship in the Canadian context

Strand	Stage 1 	Stage 2 
3.3.1 Explore intercultural communication	Begin to be aware and to recognize some differences and similarities in cultural characteristics, behaviours, and communication patterns as reflected in the classroom, school, and local community	<p>Demonstrate some awareness of how culture affects communication and relationships with others through experiences in the classroom, school, and local community</p> <p>Recognize that the same "ordinary" behaviour can have different meanings in different cultures (e.g., snapping finger at someone)</p>



Stage 3 	Stage 4 	Stage 5
Know key facts related to the geography, political system, events in Canada's history, and the peoples of Canada	Have a basic understanding and sense of Canada's geography and political system, and key moments in its historical development	Analyze the influence and contributions of major historical events, figures, and developments of English-speaking cultures worldwide, such as great figures, periods of history, and immigration
Explore the diversity of cultural backgrounds and practices of English-speaking peoples in Canada and internationally	Explore issues related to diversity and the influence of diversity in Canada and in the global community in terms of politics, human rights and the law, the arts, media, and other areas of interest	Explore and compare issues related to diversity and the influence of diversity on Canada and on other nations and in the global community in terms of politics, human rights and the law, the arts, media, and other areas of interest



Stage 3 	Stage 4 	Stage 5
<p>Demonstrate developing awareness of different communication patterns and perspectives; demonstrate growing ability to communicate effectively with individuals from different backgrounds in the classroom, school, and local community</p> <p>Identify how the same values may be reflected in different behavioural patterns based on culture</p>	<p>Demonstrate sensitivity to different cultural worldviews, beliefs, and cultural practices, and attempt to adapt their interactions and communication with someone from another culture based on an evaluation of the other's behaviour from his or her frame of reference</p> <p>Demonstrate ability to read into situations, contexts, and behaviours that are culturally rooted, and to react to them appropriately</p>	<p>Demonstrate ability to easily shift frame of reference and patterns of behaviour to enhance communication with different cultures with ease and without internal conflict or identity issues</p> <p>Understand and appreciate cultural differences and similarities, and demonstrate flexibility and openness to different perspectives, belief systems, and patterns of behaviour</p> <p>Begin to be aware and to recognize some differences and similarities in cultural characteristics, behaviours, and communication patterns as reflected in the classroom, school, and local community</p>



Cluster 3.3	By the end of each stage, students will be able to use English to:	
	Develop and use knowledge and understandings about global citizenship in the Canadian context	
Strand	Stage 1 	Stage 2 
3.3.2 Develop interdependence and community building	Participate and cooperate in classroom and school activities	Participate cooperatively in daily classroom duties, and support peers and classmates



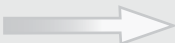
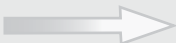
Domain 4: Strategies

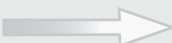

Students will develop and use a repertoire of strategies effectively to manage personal, social, and academic language learning demands, learn Canadian English, and learn through Canadian English.

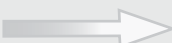
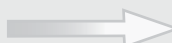
Cluster 4.1	By the end of each stage, students will be able to use English to:	
	Demonstrate use of linguistic elements	
Strand	Stage 1 	Stage 2 
4.1.1 Use Cognitive strategies	<p>Use simple cognitive strategies, with guidance, to enhance language learning For example:</p> <ul style="list-style-type: none"> ■ Memorize new words by repeating them silently or aloud ■ Make personal dictionaries ■ Recognize cognates 	<p>Use a variety of simple cognitive strategies, with guidance, to enhance language learning For example:</p> <ul style="list-style-type: none"> ■ Associate new words or expressions with familiar ones ■ Identify and use cognates




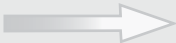
Stage 3 	Stage 4 	Stage 5
Demonstrate a willingness and ability to cooperate and work with others in a mutually respectful manner within the classroom and school	Provide positive contributions and leadership within the school and/or community	Recognize and appreciate the contributions of different local and national individuals, groups, and events to local, national, and global social issues

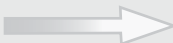
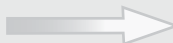
Stage 3 	Stage 4 	Stage 5
<p>Identify and use a variety of cognitive strategies to enhance language learning For example:</p> <ul style="list-style-type: none"> ■ Group together sets of things with similar characteristics ■ Find and apply information, using reference materials like dictionaries, textbooks, and grammar guidebooks 	<p>Select and use appropriate cognitive strategies to enhance language learning in a variety of situations For example:</p> <ul style="list-style-type: none"> ■ Use word maps or other graphic representations 	<p>Effectively use appropriate cognitive strategies to enhance language learning in a variety of contexts For example:</p> <ul style="list-style-type: none"> ■ Perceive and note unknown words and expressions, noting also their context and function, and so on ■ Use induction to generate rules governing language use ■ Seek out opportunities outside of class to practise and observe, and so on

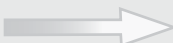

Cluster 4.1 continued	By the end of each stage, students will be able to use English to:	
	Demonstrate use of linguistic elements	
Strand	Stage 1 	Stage 2 
4.1.2 Use metacognitive strategies	Use simple metacognitive strategies, with guidance, to enhance language learning For example: <ul style="list-style-type: none"> ■ Listen or read for key words to derive general meaning 	Use a variety of simple metacognitive strategies, with guidance, to enhance language learning For example: <ul style="list-style-type: none"> ■ Check copied writing for accuracy ■ Rehearse or role-play language situations
4.1.3 Use social/affective strategies	Use simple social and affective strategies, with guidance, to enhance language learning For example: <ul style="list-style-type: none"> ■ Seek assistance ■ Understand that making mistakes is a natural part of language learning 	Use a variety of simple social and affective strategies, with guidance, to enhance language learning For example: <ul style="list-style-type: none"> ■ Take risks ■ Try unfamiliar tasks and approaches
Cluster 4.2	By the end of each stage, students will be able to use English to:	
	Demonstrate use of language use strategies	
Strand	Stage 1 	Stage 2 
4.2.1 Use receptive strategies	Use simple reading and listening strategies, with guidance, to aid comprehension For example: <ul style="list-style-type: none"> ■ Use illustrations to aid comprehension ■ Recognize and use cognates ■ Use words with capital letters 	Use a variety of simple reading and listening strategies, with guidance, to aid comprehension For example: <ul style="list-style-type: none"> ■ Use familiar words, gestures, and intonation

Stage 3 	Stage 4 	Stage 5
<p>Identify and use a variety of metacognitive strategies to enhance language learning For example:</p> <ul style="list-style-type: none"> ■ Reflect on learning tasks; identify their own strengths and needs ■ Make a plan in advance about how to approach a language learning task 	<p>Select and use appropriate metacognitive strategies to enhance language learning For example:</p> <ul style="list-style-type: none"> ■ Monitor their own speech and writing to check for persistent errors ■ Evaluate their own performance or comprehension at the end of a task 	<p>Effectively use appropriate metacognitive strategies to enhance language learning in a variety of contexts For example:</p> <ul style="list-style-type: none"> ■ Be aware of their own strengths and weaknesses, identify their own needs and goals, and organize their strategies and procedures accordingly
<p>Identify and use a variety of social and affective strategies to enhance language learning For example:</p> <ul style="list-style-type: none"> ■ Work with others to solve problems, get feedback on tasks ■ Work cooperatively with peers in small groups 	<p>Select and use appropriate social and affective strategies to enhance language learning For example:</p> <ul style="list-style-type: none"> ■ Experiment with various forms of expression ■ Brainstorm and reread familiar, self-chosen texts ■ Work with others to solve problems and get feedback on tasks 	<p>Effectively use appropriate social and affective strategies to enhance language learning in a variety of contexts For example:</p> <ul style="list-style-type: none"> ■ Provide personal motivation by arranging rewards for themselves when successful ■ Work with others to solve problems and get feedback on tasks

Stage 3 	Stage 4 	Stage 5
<p>Identify and use a variety of reading and listening strategies to aid comprehension For example:</p> <ul style="list-style-type: none"> ■ Make inferences based on prior knowledge and experience 	<p>Select and use appropriate reading and listening strategies For example:</p> <ul style="list-style-type: none"> ■ Use key content words or discourse markers to follow an extended text ■ Skim, scan, and reread 	<p>Effectively use appropriate interactive strategies in a variety of contexts For example:</p> <ul style="list-style-type: none"> ■ Use suitable phrases to intervene in a discussion, and self-correct if errors lead to misunderstandings ■ Ask follow-up questions to check for understanding

Cluster 4.2 continued	By the end of each stage, students will be able to use English to:	
	Demonstrate use of language use strategies	
Strand	Stage 1 	Stage 2 
4.2.2 Demonstrate productivity	<p>Use simple speaking and writing strategies, with guidance For example:</p> <ul style="list-style-type: none"> ■ Mimic what others say or write ■ Use first language to fill in unknown words 	<p>Use a variety of simple speaking and writing strategies, with guidance For example:</p> <ul style="list-style-type: none"> ■ Experiment with familiar words and structures to express their own meaning
4.2.3 Demonstrate interactivity	<p>Use simple interactive strategies, with guidance For example:</p> <ul style="list-style-type: none"> ■ Indicate lack of understanding verbally or non-verbally ■ Ask for repetition 	<p>Use a variety of simple interactive strategies, with guidance For example:</p> <ul style="list-style-type: none"> ■ Ask for repetition
Cluster 4.3	By the end of each stage, students will be able to use English to:	
	Demonstrate use of general learning strategies	
Strand	Stage 1 	Stage 2 
4.3.1 Use cognitive strategies	<p>Use simple cognitive strategies, with guidance, to enhance general learning For example:</p> <ul style="list-style-type: none"> ■ Connect what they already know with what they are learning 	<p>Use a variety of simple cognitive strategies, with guidance, to enhance general learning For example:</p> <ul style="list-style-type: none"> ■ Take notes ■ Organize and review notes



Stage 3 	Stage 4 	Stage 5
<p>Identify and use a variety of speaking and writing strategies</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Compensate for avoiding difficult structures by rephrasing ■ Apply grammar rules to improve accuracy 	<p>Select and use appropriate speaking and writing strategies</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Experiment with multiple ways of expressing meaning ■ Use a variety of resources to correct texts 	<p>Effectively use appropriate interactive strategies in a variety of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Use suitable phrases to intervene in a discussion ■ Self-correct if errors lead to misunderstandings ■ Assess their own information needs before listening, viewing, or reading
<p>Identify and use a variety of interactive strategies</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Ask for confirmation that a form used is correct ■ Ask for clarification ■ Use other speakers' words 	<p>Select and use appropriate interactive strategies</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Use fillers, hesitation devices, and gambits ■ Sustain conversations by requesting further details ■ Start again, using a different tactic, when communication breaks down 	<p>Effectively use appropriate productive strategies in a variety of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Compensate for avoiding difficult structures by rephrasing ■ Use circumlocution and definition to compensate for gaps in vocabulary

Stage 3 	Stage 4 	Stage 5
<p>Identify and use a variety of metacognitive strategies to enhance general learning</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Make a plan about how to approach a task ■ Identify their own needs and interests 	<p>Select and use appropriate cognitive strategies to enhance general learning</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Seek information using a network of sources ■ Formulate key questions to guide inquiry 	<p>Effectively use appropriate cognitive strategies to enhance general learning in a variety of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Use previously acquired knowledge or skills to assist with a new learning task ■ Seek information through a network of sources including libraries, the Internet, individuals, and agencies

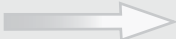
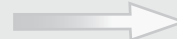
Cluster 4.3
continued

By the end of each stage, students will be able to use English to:

Demonstrate use of general learning strategies

Strand	Stage 1 	Stage 2 
4.3.2 Use metacognitive strategies	Use simple metacognitive strategies, with guidance, to enhance general learning For example: <ul style="list-style-type: none"> ■ Decide to attend to the learning task 	Use a variety of simple metacognitive strategies, with guidance, to enhance general learning For example: <ul style="list-style-type: none"> ■ Discover how their efforts can affect their learning
4.3.3 Use social/ affective strategies	Use simple social and affective strategies, with guidance, to enhance general learning For example: <ul style="list-style-type: none"> ■ Seek help from others 	Use a variety of simple social and affective strategies, with guidance, to enhance general learning For example: <ul style="list-style-type: none"> ■ Participate in cooperative group learning tasks

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Stage 3 	Stage 4 	Stage 5
<p>Identify and use a variety of social and affective strategies to enhance general learning</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Encourage themselves to try even though they might make mistakes ■ Use support strategies to help peers persevere at learning tasks 	<p>Select and use appropriate metacognitive strategies to enhance general learning</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Take responsibility for planning, monitoring, and evaluating learning experiences ■ Reflect upon their own thinking processes and how they learn 	<p>Effectively use appropriate metacognitive strategies to enhance general learning in a variety of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Take responsibility for planning, monitoring, and evaluating learning experiences ■ Reflect upon their thinking processes and how they learn
<p>Identify and use a variety of social and affective strategies to enhance general learning</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Encourage themselves to try even though they might make mistakes ■ Use support strategies to help peers persevere at learning tasks 	<p>Select and use appropriate social and affective strategies to enhance general learning</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Take risks, and try unfamiliar tasks and approaches ■ Take part in group problem-solving processes 	<p>Effectively use appropriate social and affective strategies to enhance general learning in a variety of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> ■ Use social interaction skills to enhance group learning tasks ■ Monitor their level of anxiety about learning tasks and take measures to lower it if necessary

Language Learning Strategies

Cognitive

- Listen attentively.
- Perform actions to match words of a song, story, or rhyme.
- Learn short rhymes or songs, incorporating new vocabulary or sentence patterns.
- Imitate sounds and intonation patterns.
- Memorize new words by repeating them silently or aloud.
- Seek the precise term to express meaning.
- Repeat words or phrases in the course of performing a language task.
- Make personal dictionaries.
- Experiment with various elements of the language.
- Use mental images to remember new information.
- Group together sets of things with similar characteristics (*e.g., vocabulary, structures*).
- Identify similarities and differences between aspects of the English language and their own language.
- Look for patterns and relationships.
- Use previously acquired knowledge to facilitate a learning task.
- Associate new words or expressions with familiar ones, either in English or in their own language.
- Find information, using reference materials like dictionaries,

textbooks, and grammar guidebooks.

- Use available technological aids to support language learning (*e.g., cassette recorders, computers*).
- Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember.
- Place new words or expressions in a context to make them easier to remember.
- Use induction to generate rules governing language use.
- Seek opportunities outside of class to practise and observe.
- Perceive and note unknown words and expressions, noting also their context and function.

Metacognitive

- Check copied writing for accuracy.
- Make choices about how they learn.
- Rehearse or role-play language.
- Decide in advance to attend to the learning task.
- Reflect on learning tasks with the guidance of the teacher.
- Make a plan in advance about how to approach a language learning task.
- Reflect on the listening, reading, and writing process.
- Decide in advance to attend to specific aspects of input.
- Listen or read for key words.
- Evaluate their own performance or comprehension at the end of a task.

- Keep a learning log.
- Experience various methods of language acquisition, and identify one or more they consider to be particularly useful.
- Are aware of the potential of learning through direct exposure to the language.
- Know how strategies may enable coping with texts containing unknown elements.
- Identify problems that might hinder successful completion of a task, and seek solutions.
- Monitor their own speech and writing to check for persistent errors.
- Are aware of their own strengths and weaknesses, identify their own needs and goals, and organize strategies and procedures accordingly.

Social/Affective

- Initiate or maintain interaction with others.
- Participate in shared reading experiences.
- Seek the assistance of a friend to interpret a text.
- Reread familiar self-chosen texts to enhance understanding and enjoyment.
- Work cooperatively with peers in small groups.
- Understand that making mistakes is a natural part of language learning.
- Experiment with various forms of expression, and note their

acceptance or non-acceptance by more experienced speakers.

- Participate actively in brainstorming and conferencing as prewriting and post-writing exercises.
- Use self-talk to feel competent to do the task.
- Are willing to take risks and try unfamiliar tasks and approaches.
- Repeat new words and expressions occurring in their own conversations, and make use of these new words and expressions as soon as appropriate.
- Reduce anxiety by using mental techniques, such as positive self-talk or humour.
- Work with others to solve problems and get feedback on tasks.
- Provide personal motivation by arranging their own rewards when successful.

Language Use Strategies

Receptive

- Determine the purpose of listening.
- Assess their own information needs before listening, viewing, or reading.
- Prepare questions or a guide to note information found in the text.
- Make predictions about what they expect to hear or read based on prior knowledge and personal experience.
- Listen selectively based on purpose.
- Listen or look for key words.

- Use key content words or discourse markers to follow an extended text.
- Use skimming and scanning to locate key information in texts.
- Use illustrations to aid reading comprehension.
- Infer probable meanings of unknown words or expressions from contextual clues.
- Use knowledge of the sound-symbol system to aid reading comprehension.
- Reread several times to understand complex ideas.
- Observe gestures, intonation and visual supports to aid comprehension.
- Summarize information gathered.
- Make connections between texts on the one hand and prior knowledge and personal experience on the other.
- Use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas.
- Use familiar repetitive patterns from stories, songs, rhymes, or media.
- Use illustrations to provide detail when producing their own texts.
- Use familiar sentence patterns to form new sentences.
- Take notes when reading or listening to assist in producing their own texts.
- Compensate for avoiding difficult structures by rephrasing.
- Use resources to increase vocabulary.
- Use descriptions, explanations, or various words and phrases to compensate for lack of specific terms (circumlocution).

Productive

- Mimic what the teacher says.
- Use non-verbal means to communicate.
- Copy what others say or write.
- Use words visible in the immediate environment.
- Are aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, researching, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding).

- Use a variety of resources to correct texts (e.g., *personal and commercial dictionaries, checklists, grammar guidebooks*).
- Apply grammar rules to improve accuracy at the correction stage.
- Revise and correct final version of text.

Interactive

- Indicate lack of understanding verbally or non-verbally (e.g., *“What did you mean?” raised eyebrows, blank look*).
- Interpret and use a variety of non-verbal cues to communicate (e.g., *mime, pointing, gestures, drawing pictures*).

- Ask for clarification or repetition when they do not understand (e.g., “Can you say that again?” “Please repeat the question.”).
- Ask for confirmation that a form used is correct.
- Use other speakers’ words in subsequent conversations.
- Use descriptions, explanations, or various words and phrases to compensate for lack of specific terms (circumlocution).
- Assess feedback from a conversation partner to recognize if a message has been understood.
- Start again, using a different tactic, when communication breaks down.
- Use fillers, hesitation devices, and gambits to sustain conversations.
- graphic, or numeric—to assist with performance of a learning task.
- Use mental images to remember new information.
- Distinguish between fact and opinion when using a variety of sources of information.
- Formulate key questions to guide research.
- Make inferences, and identify and justify the evidence on which these inferences are based.
- Use word maps, mind maps, diagrams, charts, or other graphic representations to make information easier to understand and remember.
- Seek information through a network of sources, including libraries, the Internet, individuals, and agencies.
- Use previously acquired knowledge or skills to assist with a new learning task.

General Learning Strategies

Cognitive

- Classify objects and ideas according to their attributes (e.g., red objects and blue objects, or animals that eat meat and animals that eat plants).
- Use models.
- Connect what is already known with what is being learned.
- Experiment with and concentrate on one thing at a time.
- Focus on and complete learning tasks.
- Record key words and concepts in abbreviated form—verbal,

Metacognitive

- Reflect on learning tasks with the guidance of the teacher.
- Choose from various study techniques.
- Discover how their own efforts can affect learning.
- Reflect upon their own thinking processes and how they learn.
- Decide in advance to attend to the learning task.
- Divide an overall learning task into a number of subtasks.

- Make a plan in advance about how to approach a task.
- Identify their own needs and interests.
- Manage their own physical working environment.
- Keep a learning journal, such as a diary or log.
- Develop criteria for evaluating their own work.
- Work with others to monitor their own learning.
- Take responsibility for planning, monitoring, and evaluating learning experiences.
- Are willing to take risks, and try unfamiliar tasks and approaches.
- Monitor their own level of anxiety about learning tasks, and take measures to lower it if necessary (*e.g., deep breathing, laughter*).
- Use social interaction skills to enhance group learning.

Social/affective

- Watch others' actions and copy them.
- Seek help from others.
- Follow their own natural curiosity and intrinsic motivation to learn.
- Participate in cooperative group learning tasks.
- Choose learning activities that enhance understanding and enjoyment.
- Are encouraged to try, even though mistakes may be made.
- Take part in group decision-making processes.
- Use support strategies to help peers persevere at learning tasks (*e.g., offer encouragement, praise, ideas*).
- Take part in group problem-solving processes.
- Use self-talk to feel competent to do the task.