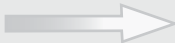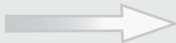# KINDERGARTEN TO GRADE 12 CURRICULUM FRAMEWORK FOR EAL/LAL PROGRAMMING

Section 4b Middle Years

EAL Acquisition Continuum
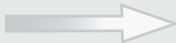
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Domain 1: Contextual Applications

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 a. *pronunciation*	Mimic pronunciation of words and short phrases Mimic English intonation and stress patterns *(e.g., questions)*	Pronounce most English sounds accurately (may have some difficulty with specific sounds) *(e.g., "th")* Comprehend and respond to basic English intonation patterns ▪ with support *(e.g., yes-no and wh- questions)*
1.1.1 Use sound and symbol systems b. *symbol system*	Recognize and name letters of the Roman alphabet Use some elements of the sound-symbol system in oral and written situations ▪ with modelling *(e.g., copy letters and works encountered in the child's environment)*	Use all elements of the sound-symbol system ▪ consistently ▪ in structured oral and written situations *(e.g., use word bank to complete a sentence frame)*
1.1.2 Know and use lexicon	Know and use a basic repertoire of words and phrases ▪ in familiar contexts (see suggested topics following Cluster 1.1.5)	Know and use a developing repertoire of words and phrases ▪ in familiar classroom, academic, and social contexts (see suggested topics following Cluster 1.1.5)
1.1.3 Understand grammatical features	Use simple English structures in phrases or short sentences Use meaningful chunks of language ▪ with modelling and support ▪ in familiar social and classroom contexts (NB: At this stage, frequent errors may impede meaning)	Experiment with a developing range of simple English structures to express their own ideas ▪ with support ▪ in familiar social and classroom contexts (NB: At this stage, frequent errors may impede meaning)

Stage 3	Stage 4
Begin to use English patterns of linking words and timing of vowel sounds Comprehend and use basic English intonation and phrasing patterns to communicate intended meaning	Use clear and comprehensible pronunciation (some accent may be retained) Comprehend and use standard English intonation and stress patterns in words and sentences to convey intended meanings and feelings ■ as expected at the student's age
Use all elements of the sound-symbol system to comprehend and generate oral and written text ■ consistently and independently ■ with some accuracy *(e.g., comprehensible invented spelling)*	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
Know and use a developing repertoire of words and phrases ■ in a variety of new classroom, academic, and social contexts (see suggested topics following Cluster 1.1.5)	Know and use an expanded repertoire of words and phrases ■ in a variety of complex age-/grade-appropriate classroom, academic, and social contexts (see suggested topics following Cluster 1.1.5)
Interact effectively in most social situations ■ with sufficient control of basic structures of English 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)	Participate effectively in a general content area classroom ■ with sufficient control of most structures and features of English (at grade level) (NB: At this stage, occasional errors will not impede meaning)

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 ➡
1.1.4 Understand mechanical features	Recognize and use basic English mechanical features ■ with modelling *(e.g., copy sentence with word spacing)*	Recognize and use basic English mechanical features ■ in structured situations *(e.g., attempt to indent for a paragraph)*
1.1.5 Understand discourse features	Experiment with and use basic English discourse features *(e.g., connectives such as "and' and "so")*	Recognize and use basic English discourse features ■ in structured situations Explore their use for effect *(e.g., "I think…"; "First…then…": fill in a graphic organizer)*

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 Listen and view	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 our, pictures, realia, or other representations
1.2.2 Speak and represent	Produce orally meaningful phrases, common social formulas, 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	Produce a short oral presentation ■ on a personal or familiar academic topic ■ with guidance ■ in a structured situation ■ with or without visual aids such as gestures, role-playing/acting our, pictures, realia, multimedia, or other representations Express meaning spontaneously

Stage 3 →→→	Stage 4
Use basic English mechanical features ■ with some consistency ■ with support Demonstrate an awareness of more sophisticated features	Use a range of English mechanical features appropriate to grade level ■ with limited support ■ with some consistency
Use basic English discourse features ■ with some consistency Demonstrate a growing awareness of the variety of purposes for English discourse features *(e.g., recognize the importance of boldface words in text, use cue words for cause-effect relationships)*	Expand repertoire and use English discourse features in a range of grade-level texts with some consistency ■ in a range of grade-level texts Apply these features for effect ■ with limited support *(e.g., use cue words such as "however' and "although" for contrast)*
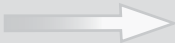
Stage 3 →→→	Stage 4
Listen to and understand the main points and some details of a short oral presentation or discussion, or a multimedia presentation ■ on a variety of familiar topics ■ in unstructured situations and unfamiliar topics ■ in structured situations	Understand main points and supporting details for extended oral discussions and presentations, and media presentations ■ on familiar and unfamiliar topics
Produce a short presentation ■ prepared or spontaneous ■ on a personal or familiar academic topic ■ in structured or unstructured situations ■ with or without visual aids such as gestures, role-playing/acting out, pictures, realia, multimedia, or other representations	Present and elaborate on thoughts and ideas, demonstrating a sense of audience ■ with targeted support ■ on a range of familiar and unfamiliar topics ■ with or without the use of media

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 ■ supported with pictures, repetition, or patterns ■ in structured situations	Comprehend a series of interrelated ideas ■ with guidance ■ on familiar topic ■ 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	Write simple texts (words, phrases, and short sentences) based on memorized expressions and sentences practised orally ■ with extensive modelling and/or guidance ■ on familiar topics with or without simple representations to aid communication *(e.g., an account of the student's daily routine, supported by stick figure drawings or magazine photos)*	Produce a simple text of several interrelated ideas using some writing conventions ■ with guidance in modelled situations ■ on a familiar topic ■ in structured situations ■ with or without simple representations to aid communication *(e.g., with sentence or paragraph frames, write a thank-you note: complete an application form; fill in a T-chart)*
1.2.5 Demonstrate interactive fluency	Respond appropriately to basic personal questions Engage in short classroom or social interactions, using memorized phrases or simple sentences Indicate understanding or lack of understanding with gestures or short phrases	Begin to initiate interactions and respond to questions on familiar topics Manage simple, routine interactions with minimal difficulty, asking for repetition or clarification when necessary

Stage 3 ➡	Stage 4
Comprehend the main idea and some details of a portion of straightforward narrative and factual text ■ with preparation and support ■ on topics of personal interest and teacher-selected subject areas ■ with visual aids to support key abstract ideas	Comprehend the main ideas and supporting details of a variety of grade-level texts ■ with preparation and occasional support ■ on familiar and new topics ■ possibly 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 *(e.g., use a template to write a book report)*	Organize and develop coherent and effective extended texts ■ with support ■ on familiar and unfamiliar topics ■ in structured and unstructured situations ■ with or without representations of ideas, events, and information *(e.g., a short story, a biography of a famous person)*
Manage longer and more complex social and classroom interactions with some ease ■ in familiar personal and classroom settings ■ using several strategies to sustain conversation when necessary	Manage long and complex interactions effectively and with ease ■ 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:	
	Use sociocultural/sociological elements	
Strand	Stage 1 →	Stage 2 →
1.3.1 Use register	Listen to and observe different levels of formality of language ■ as used in their environment *(e.g., among peers, teacher to student)*	Experiment with formal and informal uses of language ■ in familiar contexts *(e.g., "buddy" vs. "friend")*
1.3.2 Use idiomatic expressions	Imitate age-appropriate idiomatic expressions	Use learned idiomatic expressions in new contexts
1.3.3 Use variations in language	Experience a variety of voices *(e.g., male/female)*	Experience a variety of accents and variations in speech
1.3.4 Use social conventions	Use basic social expressions appropriate to the classroom *(e.g., "Mr. Smith, excuse me, please.")*	Recognize verbal behaviours that are considered impolite
1.3.5 Use non-verbal communication	Understand the meaning of and imitate some common non-verbal behaviour used in the English culture *(e.g., raise hand in class)*	Recognize and begin to use appropriate and inappropriate non-verbal behaviours ■ with frequently encountered people *(e.g., interpersonal space and physical contact)*

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 Demonstrate cohesion/coherence	Recognize and order sequential elements of a simple familiar story, process, or series of events ■ with visual support	Recognize the connections between several paragraphs on a single topic Link several sentences coherently on a single topic using link words or groups of words in simple ways ■ with guidance *(e.g., using words like "first," "second," and "in the morning"; using pronouns)*

Stage 3 ➡	Stage 4
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
Interpret new idiomatic expressions in a variety of contexts	Use idiomatic expressions in a variety of contexts
Recognize other influences resulting in variations in language *(e.g., text messaging)*	Adapt to some variations in language
Understand the use of familiar social conventions encountered in oral and written texts *(e.g., common euphemisms)*	Use appropriate politeness conventions in a variety of contexts *(e.g., how to interrupt a conversation)*
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

Stage 3 ➡	Stage 4
Organize texts of two or three paragraphs, using common patterns *(e.g., cause and effect, straightforward time sequencing, steps in a procedure)* Interpret simple cohesive devices within texts Use simple cohesive devices *(e.g., conjunctions and synonyms)*	Produce coherent text of several paragraphs, using cohesive devices *(e.g., conjunctions, articles, and substitutions)*

Cluster 1.4 continued	Demonstrate knowledge of how discourse is organized, structured, and sequenced	
Strand	Stage 1 ⟹	Stage 2 ⟹
1.4.2 Recognize text forms	Recognize some common oral and written text forms *(e.g., lists, invitations, messages, instructions, announcements, parental consent form)* Follow a model to produce some simple text forms *(e.g., map, survey, daily personal schedule)*	Recognize and use a range of simple text forms ■ in guided and unguided everyday and classroom situations *(e.g., menu, advertisement, table of contents, thank-you note, bus schedule)*
1.4.3 Recognize patterns of social interaction	Respond using very simple social interaction patterns in face-to-face situations *(e.g., question-answer, greeting-response, invitation-accept/ decline)*	Initiate interactions and respond using simple social interaction patterns in face-to-face situations *(e.g., request-acceptance/refusal: social invitations; buying a drink at the conveniences store)*

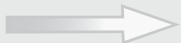| Stage 3	Stage 4
Recognize and use a variety of media text forms Analyze and identify the organizational structure of a variety of text forms *(e.g., folk tale/fable, newspaper article, instructions for a game, website)*	Use a variety of familiar text forms and media in their own productions *(e.g., recipe, comic strip, letter, radio or television report, article, computer presentation)*
Combine simple social interaction patterns to perform everyday interactions *(e.g., invitations-acceptance/refusal with explanation, on the playing field, school office interactions)*	Use appropriate social interaction patterns in a variety of age-/grade-level social and classroom settings *(e.g., actively participate in group discussion of a new topic)*

Middle Years Suggested Topic
for Development of Lexicon (Strand 1.1.2)

Stage 1	Stage 2

Stage 1

Basic interpersonal communication:

- People around me
  - greetings
  - basic personal information
- People and their physical characteristics
  - the human body
  - basic health and hygiene
  - simple personal actions
  - clothing
  - colours
  - common emotions
- Activities
  - daily routines/activities
  - foods and meals
  - favourite pastimes
  - celebrations: personal and cultural
- Weather and seasons
  - activities for seasons
- Home
  - basic types of housing
  - rooms and furnishings
- Classroom and school
  - essential school supplies
  - simple actions/routines
  - core subjects
  - school schedules
  - building facilities
  - classroom furnishings
  - safety/health
  - assignments, assessments, report cards
- Career education
  - common general occupations and professions
  - settings and duties

- Community
  - addresses
  - public places
  - public transportation
  - directions
  - essential shopping
  - animals and plants

Foundational academic vocabulary is related to themes and concepts from the ELA, social studies, science, mathematics, the arts, physical education/health, ICT, or elective courses that the student is taking, including (among other topics):

- Numeracy
  - Cardinal and ordinal numbers
  - money
  - time/calendar
  - measurement
  - shapes
  - sizes
  - basic arithmetic and symbols
- Communications technology
  - computer terms/hardware
  - web terms
- Canada and Canadian culture
  - symbols
  - Manitoba places relevant to students
  - basic landforms relevant to students

Stage 2

Basic interpersonal communication:

- People around me
  - personality traits
  - friendships
  - relationships
- Classroom and school
  - tasks, assignments, assessments, reporting
  - participating in the school community: extracurricular activities, clubs, teams, volunteer activities, field trips, school events
- Community
  - getting directions
  - map and schedule reading
  - public transportation
  - popular stores and restaurants
  - shopping: grocery, clothing
  - community centres, sports and recreation programs
  - vacation and travel
- Career education
  - more specific occupations and professions
  - settings and duties
- Arts and entertainment
  - common genres
  - artists
  - musical instruments
  - fashions and trend
  - performing and visual arts
  - storytelling

Stage 2	Stage 3	Stage 4

■ Communications technology
   ■ media types
   ■ computer software
■ Canada and Canadian culture
   ■ high-frequency general academic vocabulary that can be taught in a concrete, meaningful way
   ■ foundational/basic academic vocabulary related to themes and content from ELA, social studies, science, mathematics, the arts, physical education and health curricula
	Basic interpersonal communication, including group interaction and citizenship:
	■ Expansion of topics introduced in Stages 1 and 2, plus
	■ Student needs and interests, including
	   ■ time management
	   ■ personal habits, stress management
	   ■ popular culture
	   ■ recreation
	■ Media
	■ Technology
	■ The environment
	■ Social issues
	■ Canada and Canadian society
	■ General academic vocabulary
	■ Common specialized and some abstract vocabulary related to themes, content, and processes from near grade-level ELA, social studies, science, mathematics, the arts, and physical education and health curricula
		Basic interpersonal communication related to student needs and interests:
		■ Expansion of topics introduced in Stages 1 to 3
		■ Personal inventories *(e.g., learning styles, career interests, as appropriate to grade-level)*
		■ Lower frequency and more abstract academic vocabulary and collocations, as needed for grade-level work
		■ Basic and 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 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 *a. Share ideas, thoughts, opinions, and preferences*	Express simple preferences in short one- or two-word statements Express a simple personal response *(e.g., respond to a song or story)*	Identify favourite people, places, or things Record and share preferences with others Express a personal response to a variety of situations
2.1.1 Express emotions and personal perspectives *b. Share emotions and feelings*	Respond to and express basic emotions and feelings *(e.g., pleasure, happiness, "I am … [plus adjective]")*	Identify, express, and respond to a variety of emotions and feelings ■ in familiar contexts *(e.g., love, sadness, surprise, fear)* Record and share personal experiences involving an emotion or feeling *(e.g., keeping a journal)*
2.1.2 Use language for imaginative purposes and personal enjoyment *a. Express humour/fun*	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 *a. Use language for creative/aesthetic purposes and personal enjoyment*	Participate in creative and aesthetic language activities Use the language for personal enjoyment *(e.g., listen to a favourite song)*	Attempt to express themselves creatively and for aesthetic purposes *(e.g., to tell a story or to experiment with the sounds and rhythms of the language in oral and written texts)*
2.1.3 Extend their knowledge of the world *a. Solve problems*	Observe and experience problem-solving situations ■ in the classroom *(e.g., interpersonal relationships, learning activities)*	Report simple problems and participate in problem-solving situations ■ in familiar settings ■ with guidance *(e.g., "my locker won't open"; "he forgot his lunch"; the man [in the story] lost his money")*
2.1.3 Extend their knowledge of the world *b. Explore opinions and values*	Listen to and attempt to understand opinions expressed by others ■ in familiar social and classroom settings	Respond to ideas and products of peers *(e.g., using structured peer feedback form)*

Stage 3 ➡	Stage 4
Inquire about and respond to others' opinions Record and share thoughts and ideas with others *(e.g., keep a journal of ideas for stories)*	Express opinions and provide details in support of their opinions *(e.g., reporting on an activity outside the classroom; distinguish fact from opinion)*
Inquire about, express, and respond to emotions and feelings of self and others ■ in a variety of familiar contexts 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 *(e.g., classroom debate)* Express and respond to emotions and feelings ■ in informal and formal situations *(e.g., personal and school relationships)*
Use the language 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 *(e.g., irony, wordplay)*
Explore and identify the use of English creatively and for aesthetic purposes in basic academic texts *(e.g., patterned poem: a multimedia presentation on a familiar topic)*	Use features of the language for creative and aesthetic purposes in a variety of familiar and personal and academic texts
Describe and analyze a problem, and then propose solutions	Use information collected from various sources to solve real-life problems
Begin to distinguish fact and fiction using language cues ■ in social and academic contexts	Begin to identify uses of language that express bias, stereotyping, discrimination, and racism ■ in social and classroom contexts

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 Form, maintain, and change relationships (Manage personal 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 common means of interpersonal communications *(e.g., personal telephone calls, email messages, text messaging)*
2.2.2 Impart and receive information	Share basic information *(e.g., name and address; respond to simple, predictable questions)*	Ask for and provide information ■ on familiar topics ■ in structured situations Describe basic characteristics of familiar people, places, and things Record essential information in a graphic organizer ■ with guidance *(e.g., complete a T-chart, Venn diagram)*
2.2.3 Get things done *a. Guide actions of others*	Indicate basic needs and wants Give and respond to simple oral instructions or commands *(e.g., "Open your book." "Go to the gym.")*	Make and respond to common requests for assistance, warnings, and other requests Give and follow an expanded range of common daily instructions ■ in familiar contexts
2.2.3 Get things done *b. State personal actions*	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 *c. Manage group actions*	Respond to the rules of turn-taking Respond to inappropriate behaviour of others through non-verbal communication and simple expressions *(e.g., "Please stop!")*	Manage turn-taking *(e.g., "It's your turn.")* Encourage other group members to act appropriately *(e.g., "No cuts!" "Wait for your turn.")*

Stage 3 ➡	Stage 4
Give and respond to compliments Explain actions Recognize and respond appropriately to explicit negative verbal behaviours ■ in personal interactions *(e.g., insults)*	Offer and respond to expressions of congratulation, sympathy, or regret Recognize and respond appropriately to perceived negative language ■ in a range of social and academic situations
Ask for and provide some detailed information ■ on a range of familiar topics Describe people, places, things, and series or sequences of events or actions ■ in academic contexts Record the main ideas of a short, structured, oral or written text into a note-taking format or a graphic organizer ■ with support	Provide detailed information on several aspects of an academic topic ■ with some support *(e.g., give a simple report, share facts about past events)* Understand and use definitions, comparisons, and examples Share detailed information on a specific topic ■ with structure *(e.g., a report or biography)*
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)*
State personal actions in the past, present, or future Make a promise, and express intention ■ 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….")*
Check for agreement and understanding *(e.g., "Let's do it this way, okay?")* Check for agreement and understanding; 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

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 *a. Transfer prior academic and content/subject-area knowledge, concepts, and skills*	Begin to connect prior learning with basic concepts and skills for foundational academic purposes ■ with the support of visuals, realia, and/or their first language	Draw on prior learning for a limited range of academic tasks
2 3 1 Express themselves in a variety of academic contexts and for a variety of academic purposes *b. Acquire new knowledge, concepts, and skills in the content/subject areas*	Attempt to add new knowledge, concepts, and skills to prior learning for foundational academic purposes ■ with the support of visuals, realia, and/or their first language	Add a developing range of new knowledge, concepts, and skills to complete simple structured academic tasks ■ with the support of visuals, realia, and/or their first language
2.3.2 Express themselves in a variety of non-academic contexts and for a variety of non-academic purposes *a. Transfer prior knowledge, concepts, and skills*	Draw on prior learning for a developing range of academic tasks for everyday communication and participation in the community ■ 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 ■ with the support of visuals, realia, and/or their first language
2.3.2 Express themselves in a variety of non-academic contexts and for a variety of non-academic purposes *b. Acquire new knowledge, concepts, and skills*	Attempt to add new knowledge and skills for communication and participation in the community ■ with the support of visuals and realia	Add a developing range of new knowledge and skills for everyday communication and participation in the community ■ with the support of visuals, realia, and/or their first language

Stage 3 ⟹	Stage 4
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
Draw on a greater range of new knowledge, concepts, and skills to compete various basic academic tasks ■ with guidance ■ consciously and consistently	Draw on new knowledge and skills to enhance academic learning and successfully complete a range of grade-level academic tasks ■ with occasional support ■ consciously and consistently
Draw on prior learning for an expanded range of everyday communication and participation in the community	Draw on prior learning to enhance everyday communication and participation in the community ■ consciously and consistently
Draw on a greater range of new knowledge and skills for everyday communication and participation in the community ■ effectively and appropriately	Draw on new knowledge and skills to enhance everyday communication and participation in the community ■ consciously and consistently

Domain 3: Intercultural Competency and Global Citizenship

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

Cluster 3.1	By the end of each stage, students will be able to use English to: **Develop and use knowledge and understanding of themselves as bilingual-bicultural learners/ multilingual-multicultural learners**	
Strand	**Stage 1** ➡	**Stage 2** ➡
3.1.1 Affirm and value first language and culture	Begin to identify similarities and differences between English and prior languages learned Begin to identify similarities and differences between their own cultural practices and those that are reflected in the class, school, and local community cultures	Recognize and share with others information concerning similarities and differences between their first language and English, or other languages Recognize and share with others information concerning similarities and differences between their cultural heritage and other cultures they have encountered Draw on their prior languages and learning for personal, academic, and social learning and communication
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 ways they have personally made use of their knowledge of the English language and Canadian culture

Stage 3	Stage 4
Continue to draw on their prior languages and learning to enhance their personal, academic, and social learning and communication

Continue to draw on their cultural knowledge and learning to enhance their personal, academic, and social learning and communication | Welcome opportunities to use their first or prior languages for personal and educational purposes

Welcome opportunities to use their knowledge of their cultural heritage for personal, educational, and career purposes |
| Recognize the value of other perspectives, languages, and cultures to enhance learning for personal or social purposes

Begin to explore diversity and similarities in the classroom, school, and local community | Draw on different perspectives and diversity of experiences to enhance learning, problem solving, and communication

Explore diversity and similarities in the classroom, school, and local community, and reflect on its personal significance |
| Identify some careers for which multilingual and multicultural knowledge and skills will be useful | Explore and identify opportunities for using their multilingual and multicultural skills for personal, academic, and career purposes |

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

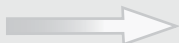| Strand	Stage 1	Stage 2
3.2.1 Demonstrate knowledge of Canada's history and development	Know a few basic facts or words related to the geography, the political system, or the peoples of Canada	Know basic vocabulary and concepts related to Canadian geography and selected concepts, people, and events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

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
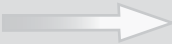
Strand	Stage 1	Stage 2
3.3.1 Understand the importance of intercultural communication	Begin to be aware of and recognize some similarities and differences in cultural characteristics, behaviours, and communication patterns ■ as reflected in the classroom, school, and local community	Begin to demonstrate some awareness of how culture affects communication and relationships with others ■ in the classroom, school, and local community experiences Recognize that the same "ordinary" behaviour can have different meanings in different cultures *(e.g., snapping finger at someone)*
3.3.2 Understand the importance of interdependence and building community	Participate and cooperate in classroom and school activities, as compatible with family beliefs	Participate cooperatively in daily classroom duties, and support peers and classmates

Stage 3 ⟹	Stage 4
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 the geography, political system, and key moments in Canada's historical development Know and begin to express opinions on how key issues and developments have shaped contemporary Canadian society Recognize and reflect on Canada's contributions to current world events
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 *(e.g., politics, human rights, law, arts, media, and other areas of interest)*

Stage 3 ⟹	Stage 4
Demonstrate developing awareness of different communication patterns and perspectives Demonstrate growing ability to communicate effectively with individuals from different backgrounds ■ in the classroom, school, and local community Identify how the same values may be reflected in different behavioural patterns based on culture	Understand and appreciate cultural similarities and differences and demonstrate flexibility and openness to different perspectives, belief systems, and patterns of behaviour
Demonstrate a willingness and ability to cooperate and work with others in a mutually respectful manner ■ in the classroom and school	Provide positive contributions and leadership ■ in the school and/or community Recognize and appreciate the contributions of different individuals, groups, and events to local, national, and global social issues

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.

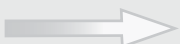| Cluster 4.1	By the end of each stage, students will be able to use English to: **Demonstrate use of language learning strategies**	
Strand	Stage 1	Stage 2
4.1.1 Use cognitive strategies	Use simple cognitive strategies to enhance language learning ■ with guidance *(e.g., memorize new words by repeating them silently or aloud; make personal dictionaries; recognize cognates)*	Use a variety of simple cognitive strategies to enhance language learning ■ with guidance *(e.g., associate new words or expressions with familiar ones; identify and use cognates)*
4.1.2 Use metacognitive strategies	Use simple metacognitive strategies to enhance language learning ■ with guidance *(e.g., listen or read for key words to derive general meaning)*	Use a variety of simple metacognitive strategies to enhance language learning ■ with guidance *(e.g., check copied writing for accuracy; rehearse or role-play language situations)*
4.1.3 Use social/ affective strategies	Use simple social and affective strategies to enhance language learning ■ with guidance *(e.g., seek assistance; understand that making mistakes is a natural part of language learning)*	Use a variety of simple social and affective strategies to enhance language learning ■ with guidance *(e.g., take risks with language and learning tasks; work with an English-speaking language buddy)*
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 to aid comprehension ■ with guidance *(e.g., use illustrations; use cognates; use words with capitals)*	Use a variety of simple reading and listening strategies to aid comprehension ■ with guidance *(e.g., use familiar words; use gestures and intonation)*

Stage 3	Stage 4
Identify and use a variety of cognitive strategies to enhance language learning *(e.g., group together sets of things with similar characteristics; find and apply information, using reference/materials like dictionaries, textbooks, and grammar)*	Select and use appropriate cognitive strategies to enhance language learning ■ in a variety of situations *(e.g., use word maps or other graphic representations)*
Identify and use a variety of metacognitive strategies to enhance language learning *(e.g., reflect on learning tasks; identify their own strengths and needs; make a plan in advance about how to approach a language learning task)*	Select and use appropriate metacognitive strategies to enhance language learning *(e.g., monitor their own speech and writing to check for persistent errors; evaluate their own performance or comprehension at the end of a task)*
Identify and use a variety of social and affective strategies to enhance language learning *(e.g., work with others to solve problems; get feedback on tasks; work cooperatively with peers in small groups)*	Select and use appropriate social and affective strategies to enhance language learning *(e.g., experiment with various forms of expression; brainstorm; reread familiar self-chosen texts; work with others to solve problems, get feedback on tasks)*

Stage 3	Stage 4
Identify and use a variety of reading and listening strategies to aid comprehension *(e.g., make inferences based on prior knowledge and experience; make inferences based on contextual clues)*	Select and use appropriate reading and listening strategies *(e.g., use key content words or discourse markers to follow an extended text; skim, scan, reread)*

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 Use productive strategies	Use simple speaking and writing strategies to aid comprehension ■ with guidance *(e.g., mimic what others say or write; use first language to fill in unknown words)*	Use a variety of simple speaking and writing strategies ■ with guidance *(e.g., experiment with familiar words and structures to express their own meaning)*
4.2.3 Use interactive strategies	Use simple interactive strategies ■ with guidance *(e.g., indicate lack of understanding verbally or non-verbally; ask for repetition)*	Use a variety of simple interactive strategies ■ with guidance *(e.g., take notes; organize and review notes)*

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	Use simple cognitive strategies to enhance general learning ■ with guidance *(e.g., connect what they already know with what they are learning)*	Use a variety of simple cognitive strategies to enhance general learning ■ with guidance *(e.g., take notes; organize and review notes)*
4.3.2 Use metacognitive strategies	Use simple metacognitive strategies to enhance general learning ■ with guidance *(e.g., decide to attend to the learning task)*	Use a variety of simple metacognitive strategies to enhance general learning ■ with guidance *(e.g., discover how their efforts can affect their learning)*
4.3.3 Use social/ affective strategies	Use simple social and affective strategies to enhance general learning ■ with guidance *(e.g., seek help from others)*	Use a variety of simple social and affective strategies to enhance general learning ■ with guidance *(e.g., participate in cooperative group learning tasks)*

Stage 3	Stage 4
Identify and use a variety of speaking and writing strategies *(e.g., compensate for avoiding difficult structures by rephrasing; apply grammar rules to improve accuracy)*	Select and use appropriate speaking and writing strategies *(e.g., experiment with multiple ways of expressing meaning; use a variety of resources to correct texts)*
Identify and use a variety of interactive strategies *(e.g., ask for confirmation that a form used is correct; ask for clarification; use other speakers' words)*	Select and use appropriate interactive strategies *(e.g., use fillers, hesitation devices, and gambits; sustain conversations by requesting further details; start again, using a different tactic when communication breaks down)*

Stage 3	Stage 4
Identify and use a variety of social and affective strategies to enhance general learning *(e.g., encourage themselves to try even though the might make mistakes; use support strategies to help peers persevere at learning tasks)*	Select and use appropriate social and affective strategies to enhance general learning *(e.g., take risks; try unfamiliar tasks and approaches; take part in group problem-solving processes)*
Identify and use a variety of metacognitive strategies to enhance general learning *(e.g., make a plan about how to approach a task; identify their own needs and interests)*	Select and use appropriate metacognitive strategies to enhance general learning *(e.g., take responsibility for planning, monitoring, and evaluating learning experiences; reflect upon their own thinking processes and how they learn)*
Identify and use a variety of social and affective strategies to enhance general learning *(e.g., encourage themselves to try even though they might make mistakes; use support strategies to help peers persevere at learning tasks)*	Select and use appropriate social and affective strategies to enhance general learning *(e.g., take risks; try unfamiliar tasks and approaches; take part in group problem-solving processes)*

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 considered to be personally 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.

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), and publication (reprinting, adding illustrations, binding).
- 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).
- 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.

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, 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.

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.

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 determined 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.
- 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.

DRAFT