Senior Years English as an Additional Language Literacy Courses

EAL Literacy Stage 1

EAL Literacy Stage 2

EAL Literacy Stage 3

9 10 11 12

EAL LITERACY

Manitoba

Senior Years English as an Additional Language Literacy Courses : EAL Literacy

ISBN: 978-0-7711-6763-8

Copyright © 2025, the Government of Manitoba, represented by the Minister of Education and Early Childhood Learning.

Manitoba Education and Early Childhood Learning
Winnipeg, Manitoba, Canada

Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education and Early Childhood Learning. Errors or omissions will be corrected in a future edition. Sincere thanks to the authors, artists, and publishers who allowed their original material to be used.

All images found in this resource are copyright protected and should not be extracted, accessed, or reproduced for any purpose other than for their intended educational use in this resource.

Schools are encouraged to share this resource with parents, caregivers, and communities, as appropriate.

Any websites referenced in this resource are subject to change without notice. Educators are advised to preview and evaluate websites and online resources before recommending them for student use.

This resource is available on the Manitoba Education and Early Childhood Learning website at www.edu.gov.mb.ca/k12/cur/eal.

Available in alternate formats upon request.

Contents

Acknowledgements iv
Glossary iv
Introduction 1
Manitoba's Framework for Learning 1
Goals for Education 2
Manitoba Global Competencies 2
Indigenous Ways of Life 3
Literacy 4
Foundational Understandings about EAL Learning 4
EAL and LAL Learners 4
Progressions of EAL Proficiency 5
Domains of EAL Learning 6
Key Components for Planning Instruction and Assessment of EAL Learners 9
Guiding Principles of EAL Instruction 9
Big Ideas and Guiding Questions 15
"I Can" Statements 16
Suggested Learning Experiences and Resources 24
Teaching Realities in an EAL High School Classroom 24
Vignettes of EAL Teaching and Learning 25
Suggested Topics, Learning Experiences, and Resources for the Big Ideas 48
Placement Considerations and Assessment 63
Placement Considerations for EAL Stage 1, EAL Stage 2, and EAL Stage 3 63
Assessment 63
Appendix 67
"I Can" Statements Checklist (student version) 67
References 69

Acknowledgements

Shauna Hamm	Border Land School Division
Evelyn Davison	Linden Christian School
Maya Robins	Louis Riel School Division
Kate (Katherine) Cherniack	Pembina Trails School Division
Sana Rana	Pembina Trails School Division
Samantha Ursel	Seven Oaks School Division
Andrea Wilson	Seven Oaks School Division
Lori Ostermann	St. James-Assiniboia School Division
Shawna Dobbelaere	Western School Division
Jill Stefanyshyn	Winnipeg School Division
Adrienne Haye	Winnipeg School Division

Glossary

EAL
English as an additional language (EAL) is English language programing for students whose first language is other than English or French and who require specialized programming and/or additional services to develop English language proficiency.

EAL Courses
EAL courses are Senior Years credits that focus on language learning at specific stages of language development.

LAL
Literacy, academics, and language (LAL) is a part of the EAL programming that refers to specialized intensive programming for learners in the Middle and Senior Years who have significantly interrupted, limited, or no prior school experience and whose literacy skills and school-based knowledge are therefore well below an age-appropriate level.

LAL Courses
LAL courses for Senior Years credits that focus on foundational language and subject-area development.

EAL Curriculum Guide
Senior Years English as an Additional Language Literacy Courses for EAL Stages 1, 2, and 3 (i.e., this document).

EAL Framework
EAL Framework refers to the Manitoba *Grade 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming* document.

Plurilingualism
Plurilingualism is a multilingual person's ability to switch from one language to another.

Introduction

The EAL Stage 1, EAL Stage 2, and EAL Stage 3 Literacy Curriculum Guide is designed for teachers who are planning effective learning experiences and assessing the progress of English as an additional language (EAL) learners within and across three high school credits for Stage 1, Stage 2, and Stage 3 EAL.

These three credit courses were developed based on the recommendations in the Manitoba *Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) Programming and Literacy, Academics, and Language (LAL) Programming: Senior Years* (2021), which will be referred to as the EAL Framework in this document. It addresses the language learning needs of a Stage 1, Stage 2, and Stage 3 student.

The EAL Framework provides a structure and the information needed for program planning and assessing student achievement, as well as for developing effective learning programs for the many students in Manitoba schools who are learning English as an additional language. Both content-area classroom teachers and support teachers can use the EAL Framework to determine the best ways to plan for EAL students' programming. This EAL Curriculum Guide will assist Senior Years teachers to understand the EAL progressions of English language acquisition in Manitoba schools.

The purpose of this EAL Curriculum Guide is to provide teachers with learning expectations that students in the early stages of language development need in order to improve their proficiency in using the English language for social and academic purposes and in intercultural competence. Thus, this document is meant to be used by teachers working with EAL high school learners in the context of the EAL Stage 1, EAL Stage 2, and EAL Stage 3 credits.

Relevant aspects of the EAL Framework are summarized and synthesized within this document in order to

- remind teachers of key ideas
- assist them in planning effectively for EAL learners

Note: Students are registered in EAL Stage 1, EAL Stage 2, or EAL Stage 3 based on their current stage of language learning, as determined by the EAL Intake Process and not based on their current age or grade level. Please refer to the Placement Considerations section of this document for further information.

Manitoba's Framework for Learning

Manitoba Education and Early Childhood Learning is also developing an overall Framework for Learning (see www.edu.gov.mb.ca/k12/framework/index.html) that is inclusive of the four Kindergarten to Grade 12 programs offered in Manitoba: English Program, French Immersion Program, Français Program, and Senior Years Technology Education Program. Under this comprehensive Framework for Learning, each program maintains the same solid foundation of goals, global competencies, learning experiences, and assessment, evaluation, and reporting, as well as a consistent curriculum structure. Senior Years EAL Literacy courses for EAL Stages 1, 2, and 3 have been developed for implementation in Manitoba schools. The courses will later be restructured to align with the Framework for Learning.

This curriculum guide is organized into the following sections:

Curriculum Fundamentals

Goals for Education	
Manitoba Global Competencies	There are six global competencies that Manitoba has developed: communication, collaboration, critical thinking, creativity, citizenship, and connection to self. These competencies need to be reflected in each unit of study, each lesson, and in students' daily work.
Indigenous Ways of Life	It is important for all students that the EAL courses infuse Indigenous ways of knowing, being, and doing into each stage of learning. Teachers are encouraged to connect learning topics to Indigenous histories, cultures, and current events whenever possible.
Literacy	Literacy is defined as the ability to think and use language for learning, creating, communicating, and interacting with ideas, others, and the world around us. It is embedded in learning experiences across all subject areas and in learning and life outside of school. Literacy is a lifelong endeavour that evolves as we live, learn, work, and grow.

Foundational Understandings about English as an Additional Language Learning

EAL and LAL Learners	EAL learners encompass a diverse group of students, as outlined in this section. Teachers also need to know whether a student is an LAL learner and how best to accommodate their needs within a high school setting.
Progressions of EAL Proficiency	Language learning for high school learners is delineated across five stages in the EAL Framework. This section provides a brief summary of the expectations for student language development within each of the stages.

Foundational Understandings about English as an Additional Language Learning

Domains of EAL Learning	The essential skills, knowledge, strategies, and attitudes that students must develop in order to be proficient in both the English language and in cultural competency are organized across four domains in the EAL Framework. This section provides a synopsis of the kinds of learning identified in each domain.

Key Components for Planning Instruction and Assessment of EAL Learners

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

Suggested Learning Experiences and Resources

Teaching Realities in an EAL Classroom	The three teaching realities identified in this section have a significant impact on the choices that teachers make in their instructional planning for an EAL classroom.
Vignettes of EAL Teaching and Learning	The vignettes demonstrate how teachers can design learning experiences that incorporate the guiding principles, big ideas, and "I can" statements.
Suggested Topics, Learning Experiences, and Resources for the Big Ideas	A curated list of suggested topics, learning experiences, and resources is included for each big idea. The information is categorized by the stage of language learning so that teachers can make informed choices based on the credit they are teaching and/or their students' needs.

Placement Considerations and Assessment

Placement Considerations	Since this guide encompasses three credits and language learning can be complex, guidelines are provided for deciding in which credit students should begin and for scheduling time for the credits.
Assessment	This section provides an explanation of how assessment is used to enhance learning within the classroom and how to determine when a student has earned a credit.

Goals for Education

Manitoba Global Competencies

Manitoba global competencies are complex ways of knowing, being, doing, and becoming that are multi-faceted, interdependent, transdisciplinary, and developed over time. The learner accesses their ways of knowing, being, doing, and becoming to engage effectively and with purpose within a context. There are six global competencies that Manitoba has developed: communication, collaboration, critical thinking, creativity, citizenship, and connection to self.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Indigenous Ways of Life

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

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

Literacy

Literacy is defined as the ability to think and use language for learning, creating, communicating, and interacting with ideas, others, and the world around us. It is embedded in learning experiences across all subject areas and in learning and life outside of school. Literacy is a lifelong endeavour that evolves as we live, learn, work, and grow.

Foundational Understandings about EAL Learning

Sections

EAL and LAL Learners	EAL learners encompass a diverse group of students, as outlined in this section. Teachers also need to know if a student is a LAL learner and how to best accommodate their needs within a high school setting.
Progressions of EAL Proficiency	Language learning for high school learners is delineated across five stages in the EAL Framework. This section provides a brief summary of the expectations for student language development within each of the stages.
Domains of EAL Learning	The essential skills, knowledge, strategies, and attitudes that students must develop in order to be proficient in both the English language and cultural competency are organized across four domains in the EAL Framework. This section provides a synopsis of the kinds of learning identified in each domain.

EAL and LAL Learners

English as an additional language (EAL) refers to English language programming for linguistically diverse learners. This term reflects the additive nature of learning another language. Students whose first or primary language(s) is other than English require specialized programming and/or additional services to develop English language proficiency and to realize their potential within Manitoba's school system.

EAL students who may benefit from taking the EAL credits may include the following:

- newcomers to Canada who have age-appropriate schooling and a background language other than English
- newcomers to Canada who speak a variety of English that varies considerably from that used in Canadian schools
- newcomers to Canada who have experienced periods of interrupted schooling, have a background language other than English, and have completed literacy, academics, and language (LAL) courses
- Indigenous students who speak one or more Indigenous languages and have limited English language proficiency
- students who were born or educated in a Tyrolean/German-speaking Hutterite colony and have limited English language proficiency
- students who are Deaf or hard of hearing and whose first language is a signed language and have limited English language proficiency

Identifying LAL Learners:

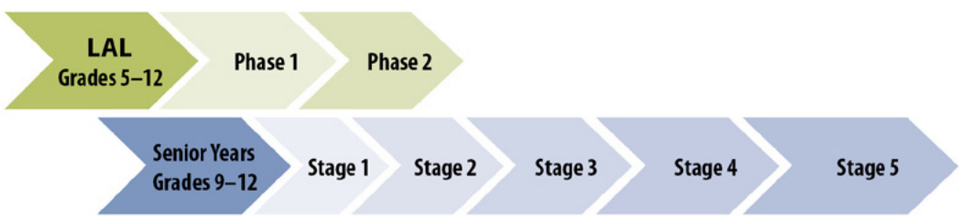
In Manitoba schools, the term *LAL* (literacy, academics, and language) refers to newcomer EAL students in Grades 5 to 12 whose academic learning, including literacy and numeracy in their home language, may be disrupted or far behind the age-level expectations for Manitoba schools. In addition to learning English, these students will need to develop foundational literacy, numeracy, and academic/subject-area knowledge and skills at the same time they are developing foundational English language competency.

A more complete description of the LAL learner profile and appropriate programming focus is addressed in the Middle and Senior Years EAL Framework documents, under the sections LAL Domains of Learning and LAL Phases.

In addition to these EAL literacy courses, LAL literacy courses and LAL numeracy courses for LAL students that allow students to earn high school credits while learning foundational skills are also available. LAL students should complete the LAL literacy credits before enrolling in EAL literacy courses.

Progressions of EAL Proficiency

The EAL Framework presents the development of language proficiency as a progression of stages that represents the journey from beginning English to expected age/grade-level proficiency.



This curriculum document addresses the planning for the learning needs of EAL students who are in Stages 1, 2, or 3. A brief description of all five stages appears below. A complete description can be found in the EAL Framework.

EAL Stage 1

In Stage 1, students are learning to use words, short phrases, and memorized expressions to communicate in structured and familiar contexts. They are beginning to read and produce short, simple texts based on previously taught language, with a focus on learning the vocabulary needed for daily life.

Students will make frequent errors that may impede meaning. Students require extensive support to learn language, including visual aids (gestures, pictures, realia, etc.), repetition, copying, modelling, and using their home language.

EAL Stage 2

In Stage 2, students are learning to use short phrases and sentences to communicate clearly in routine personal and classroom interactions. They are learning to read simple texts containing several connected ideas, produce comprehensible written sentences, and use some academic language to complete school tasks.

As students explore new English language structures and vocabulary, they will make frequent errors that may impede meaning. Students require comprehensive support to learn language, including visual aids (gestures, pictures, realia, etc.), organizers (sentence frames, note-taking frames, etc.), and using their home language.

Note: When LAL learners have completed the LAL Literacy Phase 2B credit, they would be considered to be an end EAL Stage 2 or beginning Stage 3 learner for programming purposes.

EAL Stage 3

In Stage 3, students are learning to communicate clearly in a variety of familiar and unfamiliar social and classroom contexts that are longer and more complex. They are learning to read and produce texts of several paragraphs that use more complex structures and vocabulary.

As students experiment with more complex language, errors are expected. Students require intentional support to learn language, which may include visual aids (pictures, realia, etc.), organizers (templates, note-taking frames, etc.), and exemplars (text forms, presentations, etc.).

EAL Stage 4

In Stage 4, students are learning to communicate effectively in social and academic contexts using a variety of appropriate and more complex vocabulary and structures. They are learning to read and produce longer texts that are approaching grade-level expectations.

As students use complex vocabulary and structures, occasional errors are expected but do not interfere with meaning. Students benefit from targeted support to learn specific language skills.

Stage 5

In Stage 5, students are learning to communicate effectively and with ease in a wide variety of social and academic contexts using complex and sophisticated vocabulary and structures. They are learning to read and produce detailed extended texts that meet grade-level expectations.

Students benefit from targeted support to further develop complex academic language skills. Students may make occasional errors that do not affect meaning.

Time, Student Learning, and the EAL Progressions

While the EAL progressions prescribe no explicit timeframe, students may move through the early stages more quickly than the later stages. For example, students are likely to move through Stage 1 of EAL more quickly than Stage 2. The time taken by an individual student to progress through the EAL Stages will be influenced by many factors:

- similarity between home language and English
- extent, intensity, and type of EAL support provided
- support from home
- educational background
- cultural expectations
- literacy in first or dominant language
- learning styles and ability, personality, and motivation
- anxiety, trauma, and health
- socio-cultural distance between the first culture and Canadian culture

Domains of EAL Learning

Within the EAL Framework, there are four domains of EAL learning that encompass the knowledge, skills, strategies, and attitudes that students need in order to become proficient in the use of the English language for social and academic purposes and to become interculturally competent citizens. These domains are

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

It is important to recognize that the four domains are interdependent elements and overlap in a comprehensive curricular approach.

EAL Domain 1: Linguistic Competency

Students will develop knowledge of the English language (including English language sounds and symbols, vocabulary, grammar and mechanics, organization of texts, formal and informal uses of language, etc.) and use that knowledge to interpret and produce meaningful texts and communicate with others (through reading, writing, speaking, and listening).

EAL Domain 2: Contextual Applications

Students will develop language competency by focusing on meaningful uses of language in different contexts and for a variety of purposes. They use language to meet personal needs, interact with others, transfer prior learning, and acquire new learning in academic and non-academic contexts.

EAL Domain 3: Intercultural Competency and Global Citizenship

Students will develop a positive self-identity as a plurilingual learner in a diverse society, including an awareness and understanding of how culture and cultural patterns affect and help shape themselves, other peoples, and Canadian society. Students learn ways to participate respectfully as global citizens.

EAL Domain 4: Strategic Competency

Students will develop a personal repertoire of strategies to manage personal, social, and academic language learning demands, to use English, and to learn in English. Students learn these strategies in class where they can apply the new learning immediately and then reflect on its use.

As well as describing key ideas around the four domains, the EAL Framework outlines clusters and strands for each domain. Within each strand, learning expectations are identified for Senior Years stages of language acquisition.

Within this EAL Curriculum Guide, the knowledge, skills, strategies, and attitudes from the domains, clusters, strands, and learning expectations from Stages 1 to 3 have been synthesized to assist teachers in their instructional planning for students in EAL Stages 1, 2, and 3.

EAL Credits *at a glance*

The EAL Credits At a Glance page can be used in designing student learning experiences for the 10F, 10M, 20F, 20M, 30F, and 30M credits.

It organizes the knowledge, skills, strategies, and attitudes outlined in the *Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) Senior Years* document into guiding principles, big ideas, and "I can" statements.

The guiding principles are the foundation for decisions about teaching and learning that best meet the needs of high school EAL learners.

The big ideas represent the concepts and guiding questions that students should study within their coursework. The concepts should be interwoven, rather than taught as stand-alone topics. Teachers will choose their emphasis based on the stage of language learning, prior knowledge, and needs of the learners in their classroom.

The "I can" statements are introduced and spiraled throughout the instruction of the big ideas as the basis of both planning and assessment.

Students will earn a credit once they have demonstrated all of the "I can" statements within a stage.

The purpose of this course is for students to gain the knowledge, skills, strategies, and attitudes needed to become proficient in the use of the English language for social and academic purposes and to become interculturally competent citizens.

As a set of *guiding principles*, teachers should purposefully create these five conditions:

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

Big Ideas

Identity & Culture

Students will deepen their understanding of their evolving identity as plurilingual learners within a new culture.

Guiding Questions:

- Who am I, and what has shaped my identity?
- Who do I want to be? (How do our identities change in new environments?)
- How are my home culture and previous life experiences valuable?
- How can I use my strengths as a plurilingual learner to learn English?

Daily Life

Students will develop the knowledge they need to participate in a meaningful way in daily life at home, at school, and in the community.

Guiding Questions:

- What do I need to know to navigate daily life in my community?
- What do I need to know to navigate daily life in my school?
- How can I make choices that lead to well-being and resilience?

Diversity & Belonging

Students will broaden their understanding of diversity within local and global communities.

Guiding Questions:

- Which communities am I a part of?
- Why is diversity important? What are its benefits and challenges?
- What are the rights and responsibilities that I have as a person in Canada?

Canada's Land & People

Students will learn how they can participate as active citizens in contemporary Canadian society.

Guiding Questions:

- What do I need to know about Canada as a country to understand current events?
- How can I take an active role in the process of reconciliation with Indigenous Peoples of Canada?

***"I can"* statements guide instructional design and assessment**

based on Stages 1, 2, or 3 in the areas of

Listening Speaking Reading Writing Contextual Applications Intercultural Competency Strategic Competency

Key Components for Planning Instruction and Assessment of EAL Learners

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

Main components

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

Guiding Principles of EAL Instruction

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

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

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

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

1) A safe learning environment that fosters student engagement

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

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

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

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

Reflection:

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

Further Reading, Viewing, and Research

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

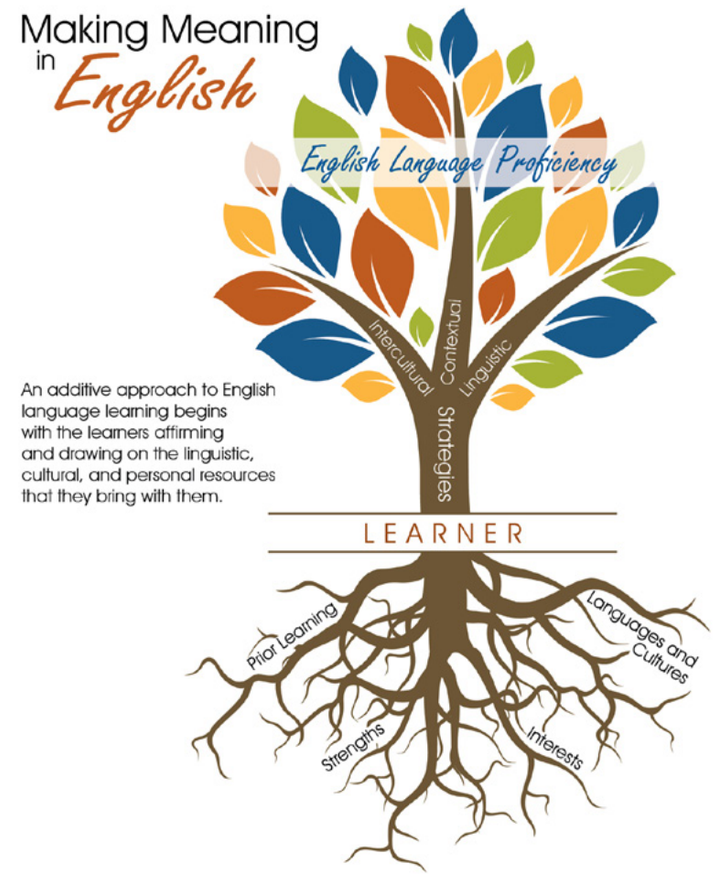
Hammond, Zaretta. *Culturally Responsive Teaching and the Brain*. Corwin, 2015.

2) Respect for plurilingualism and cultural diversity

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

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

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



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

Reflection:

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

Further Reading, Viewing, and Research

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

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

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

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

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

3) Authentic and Meaningful Tasks

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

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

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

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

Reflection:

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

Further Reading, Viewing, and Research

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

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

4) Balanced and Scaffolded Language Practice

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

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

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

Language Supports (Forms of Scaffolding)

Sensory supports	Graphic supports	Interactive supports	Resource supports
Purpose: making connections between ideas, understanding how a process works, learning through movement, acquiring new knowledge **Best for:** visual learners, entering ELLs, auditory learners	**Purpose:** acquiring knowledge through numerical data, producing ideas, recognizing trends and patterns, cause-effect relationships **Best for:** large sets of data, linear thinkers, for challenging ELLs at any level	**Purpose:** synthesizing information, strengthening listening skills, developing communication skills, cultivating empathy **Best for:** topics with multiple views, social learners	**Purpose:** acquiring new knowledge, producing responses, developing communication **Best for:** visual learners, ELLs at any level in any classroom, content area classrooms
• Real-life objects • Toys • Manipulatives • Pictures and photographs • Illustrations and drawings • Magazines • Videos and films • Demonstrations • Gestures • Models • Music • Costumes and props	• Charts • Tables • Diagrams • Graphic organizers • Graphs • Number lines/ timelines • Visual schedule • Icons/symbols	• In pairs • In small groups • In a large group • Using cooperative group structures • With the Internet (websites) or software programs • In the home language • With adult prompting/ modelling • With mentors • During conferences, interviews, discussions	• English and/or bilingual glossaries • English and/ or bilingual dictionaries • Home language materials • Sentence frames, sentence stems, paragraph frames • Visuals • Word banks/walls • Pre-identified and pre-taught vocabulary

Adapted from *2012 Amplification of the English Language Development Standards (K-12)*, p. 11, under the *Guidelines for Sharing and Adapting WIDA Materials* at https://wida.wisc.edu/. © 2012 Board of Regents of the University of Wisconsin System.

Reflection:

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

Further Reading, Viewing, and Research

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

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

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

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

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

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

The Features of Academic Language in WIDA's Standards

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

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

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

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

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

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

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

References

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

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

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

Reflection:

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

Further Reading, Viewing, and Research

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

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

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

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

Summary of the Guiding Principles and Reflection Questions:

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

A safe learning environment that fosters student engagement	• How do I create a learning environment that fosters personal connections? • How do I support learners as they are adjusting to a new school and community in a way that fosters students' holistic well-being? • How do I engage students in articulating the language learning strategies they are already using? How do I teach new strategies for language learning? • How do I create opportunities for students to be actively involved in their own language learning and to develop self-advocacy?
Respect for plurilingualism and cultural diversity	• How do I acknowledge the strengths that students bring to the classroom as plurilingual learners? • How do I design learning opportunities that allow students to have respectful interactions across and within diverse groups? • How do I meaningfully incorporate Indigenous histories, cultures, and perspectives within the EAL classroom?
Authentic and meaningful tasks	• Which authentic learning tasks would my current students benefit from? • How should I address both BICS and CALP based on student needs?
Balanced and scaffolded language practice	• How do I plan lessons that introduce the concepts and language structures orally before students use them in reading and writing? • Which scaffold(s) would help students to accomplish each learning task?
Academic rigour that bridges to content-area classroom demands	• How do I design opportunities for students to recognize and begin to use academic language within both classroom talk and texts? • Which academic tasks and strategies do students need to practise in order to succeed in content-area classrooms?

New to Teaching EAL Learners?

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

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

Big Ideas and Guiding Questions

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

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

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

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

Big Ideas

Identity and Culture	Students will deepen their understanding of their evolving identity as a plurilingual learner within a new culture. **Guiding Questions:** • Who am I, and what has shaped my identity? • Who do I want to be? (How do our identities change in new environments?) • How are my home culture and previous life experiences valuable? • How can I use my strengths as a plurilingual learner to learn English?
Daily Life	Students will develop the knowledge they need to participate in a meaningful way in daily life at home, at school, and in the community. **Guiding Questions:** • What do I need to know to navigate daily life in my community? • What do I need to know to navigate daily life in my school? • How can I make choices that lead to well-being and resilience?
Diversity and Belonging	Students will broaden their understanding of diversity within local and global communities. **Guiding Questions:** • Which communities am I a part of? • Why is diversity important? What are its benefits and challenges? • What are the rights and responsibilities that I have as a person in Canada?
Canada's Land and People	Students will learn how they can participate as an active citizen in contemporary Canadian society. **Guiding Questions:** • What do I need to know about Canada as a country to understand current events? • How can I take an active role in the process of reconciliation with Indigenous Peoples of Canada?

"I Can" Statements

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

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

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

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

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

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

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

Domain	Strands	EAL Stage 1	EAL Stage 2	EAL Stage 3
		In Stage 1, students are learning to use words, short phrases, and memorized expressions to communicate in structured and familiar contexts. They are beginning to read and produce short, simple texts based on previously taught language, with a focus on learning the vocabulary needed for daily life. Students will make frequent errors that may impede meaning. Students require extensive support to learn language, including visual aids (gestures, pictures, realia, etc.), repetition, copying, modelling, and using their home language.	In Stage 2, students are learning to use short phrases and sentences to communicate clearly in routine personal and classroom interactions. They are learning to read simple texts containing several connected ideas, produce comprehensible written sentences, and use some academic language to complete school tasks. As students explore new English language structures and vocabulary, they will make frequent errors that may impede meaning. Students require comprehensive support to learn a language, including visual aids (gestures, pictures, realia, etc.), organizers (sentence frames, note-taking frames, etc.), and using their home language.	In Stage 3, students are learning to communicate clearly in a variety of familiar and unfamiliar social and classroom contexts that are longer and more complex. They are learning to read and produce texts of several paragraphs that use more complex structures and vocabulary. As students experiment with more complex language, errors are expected. Students require intentional support to learn language, which may include visual aids (pictures, realia, etc.), organizers (templates, note-taking frames, etc.), and exemplars (text forms, presentations, etc.).

Domain 1: Linguistic Competency
 	
Listening
	1.1.2
	1.2.1
	1.2.5
	4.2.1
		I can understand spoken words, phrases, and SIMPLE sentences or questions
		• when people speak slowly and clearly
		• in familiar and/or structured situations
		• using some visual aids
		• related to everyday topics including
		  • personal information
		  • classroom routines
		  • simple instructions
		  • daily activities
		Examples:
		• "Open your book."
		• "Go to the gym."
		• "What is the weather today?"
		Note: Understanding can be assessed based on students' actions, gestures, or spoken responses.
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			I can understand simple conversations and the main points of short oral presentations and discussions
			• when people speak slowly and clearly
			• on familiar topics
			• with or without visual aids
			• recognizing the intonation patterns of a question or statement
			Examples:
			• multi-step instructions for familiar academic tasks
			• yes/no and wh? questions
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				I can understand longer and more complex conversations and the main points and some details of short oral presentations or discussions
				• when people speak clearly
				• on a variety of familiar topics
				• on unfamiliar topics in a structured situation
				• as long as challenging vocabulary and cultural references are pre-taught
				Examples:
				• a discussion about the causes and effects of an event in the news
				• identifying the pros and cons of a proposed law
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**

Domain	Strands	EAL Stage 1	EAL Stage 2	EAL Stage 3

Domain 1: Linguistic Competency
 	
Speaking
	1.1.1
	1.1.2
	1.1.3
	1.2.2
	1.2.5
	2.1.1
	2.1.3
	2.2.2
	2.2.3
	4.2.2
		I can mimic English pronunciation and intonation
		• although some sounds may be difficult to say
		• with an accent, which is expected
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
		
		I can share basic information using spoken words, phrases, and simple sentences
		• in structured and familiar situations
		• related to everyday topics, including
		  • greetings
		  • daily activities
		  • family
		  • feelings
		  • basic needs/wants
		  • personal information
		  • opinions
		Examples:
		• "I'm sad."
		• "I have two sisters."
		• "My phone number is . . . ."
		• "I need food."
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			I can pronounce frequently used words with developing accuracy and I can use basic intonation patterns
			• although some sounds may be difficult to say
			• with an accent, which is expected
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			
			I can ask for and provide information using comprehensible spoken sentences
			• during routine interactions, including
			  • sharing personal experiences or preferences
			  • stating problems
			  • sharing ideas
			  • responding to peers
			Examples:
			• "My locker won't open."
			• "It's your turn."
			• "I think . . . ."
			• "What did you do this weekend?"
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			
			I can give short oral presentations
			• on personal or familiar academic topics
			• in a structured situation
			• with preparation and support
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				I can pronounce most English sounds comprehensibly and use intonation to communicate meaning
				• although some sounds may be difficult to say
				• with an accent, which is expected
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				
				I can ask for and provide detailed information using longer and more complex speech
				• on a variety of familiar topics
				I can give short prepared or spontaneous oral presentations
				• on personal or familiar academic topics
				• in a structured or unstructured situation
				• with some support
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**

Domain 1: Linguistic Competency
 	
Reading
	1.1.1
	1.1.2
	1.1.4
	1.1.5
	1.2.3
	1.4.1
	1.4.2
	4.2.1
		I can name the letters of the English alphabet and use their sounds to decode simple written words
		• including
		  • short and long vowel sounds
		  • consonant sounds
		  • consonant blends
		  • CVC and CVCe words
		  • digraphs
		  • prefixes and suffixes
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			I can decode familiar written words fluently and new words with developing independence
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			
			I can use text characteristics to read with some fluency
			Examples:
			• pause at a comma or period
			• intonation for questions
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				I can decode most written words consistently and independently
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				
				I can use text characteristics to read with developing fluency and intonation
				Examples:
				• intonation for dialogue
				• sentences with multiple clauses
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**

Domain	Strands	EAL Stage 1	EAL Stage 2	EAL Stage 3

Domain 1: Linguistic Competency
 	
Reading
 	
(continued)
		I can read basic sight words
		
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
		
		I can recognize basic text characteristics and use them when reading
		Examples:
		• recognizing spaces between words
		• reading text left to right and top to bottom
		• recognizing the period finishes a sentence
		
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
		
		I can use some simple reading strategies to understand a text
		• with modelling and support
		
		Examples:
		• using visuals
		• translating unknown key words
		• monitoring my understanding
		• using known text patterns
		
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
		
		I can understand the meaning of written words and simple sentences
		• that include previously taught vocabulary and sight words
		• supported by visuals, repetition, and patterned text
		• including environmental print such as school schedules and signage
		
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			I can use a variety of simple reading strategies to understand a text
			• with support
			
			Examples:
			• predicting meaning from visual cues and familiar patterns
			• associating new words with familiar ones
			• monitoring my understanding
			• rereading text for increased understanding
			• translating unknown key words
			• making connections to prior knowledge
			• asking questions about the text
			
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			
			I can understand the main ideas of simple texts containing several interrelated ideas
			• with preparation such as pre-teaching key vocabulary
			• with support such as visuals
			• on familiar topics
			• including text with simple and compound sentences
			• including a variety of text forms, such as
			  • emails
			  • articles
			  • memoirs
			  • stories
			  • informational paragraphs
			
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				I can use a variety of reading strategies based on the type of text
				• with some support
				
				Examples:
				• using cue words to understand organizational patterns such as cause and effect
				• recognizing importance of boldface words and headings
				• making inferences based on contextual clues and prior learning
				• scanning text for specific information
				• summarizing key ideas
				• distinguishing between fact and opinion
				• predicting meaning of new words from context
				• annotating a text (key ideas, questions, connections, visuals)
				• using a unilingual English learner's dictionary
				
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				
				I can understand the main idea and some details of longer, straightforward narrative and informational texts
				• with preparation and support
				• with visual aids to support abstract ideas
				• including text with academic and content-area vocabulary
				• including text with some complex structures and clauses
				• including a variety of text forms such as
				  • instructions
				  • memoirs
				  • stories
				  • personal narrative
				  • argumentative essays
				  • news articles
				  • textbook excerpts
				
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**

Domain	Strands	EAL Stage 1	EAL Stage 2	EAL Stage 3

Domain 1: Linguistic Competency
 	
Writing
	1.1.1
	1.1.2
	1.1.3
	1.1.4
	1.1.5
	1.2.4
	1.4.1
	1.4.2
	2.1.2
	4.2.2
		I can write the letters of the English alphabet and copy words and short sentences accurately
		
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
		
		I can write using basic text characteristics
		Examples:
		• putting spaces between words
		• writing text left to right and top to bottom
		• using a period to finish a sentence
		
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
		
		I can write words and simple sentences
		• with modelling and support
		• on familiar topics
		• based on memorized expressions or patterned phrases Examples:
		  • labelling a visual
		  • completing sentence frames (e.g., "I like . . . .," "This is . . . .)"
		• with errors, which are expected (some may impede meaning)
		
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			I can write simple and compound sentences
			• using familiar sentence patterns or sentence frames to form new sentences
			• using some simple conjunctions, such as
			  • cause/effect (so, because)
			  • compare/contrast (both, but)
			• with errors, which are expected (some may impede meaning)
			
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			
			I can produce simple, comprehensible texts containing several interrelated ideas
			• with support
			• on familiar topics
			• using some simple transitions, such as
			  • time sequencing (first…, then…, finally…)
			  • examples (for example…)
			• using simple organizational structures such as introductory and concluding sentences in a paragraph
			• with errors, which are expected (some may impede meaning)
			
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			
			I can write texts for different purposes
			• with support
			• with awareness of the writing process
			• including different types of texts, such as
			  • simple story
			  • short paragraph
			  • journal response
			  • slide presentation
			
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				I can write simple, compound, and complex sentences
				• using common conjunctions, such as
				  • cause/effect (since, as a result)
				  • compare/contrast (similarly, however)
				  • time (before, after, when, while, until)
				• with occasional errors, which are expected
				
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				
				I can produce organized texts of several paragraphs
				• with some support
				• on familiar personal and academic topics
				• using common transitions, such as
				  • examples (such as, in addition)
				  • summary (in conclusion, overall)
				• using some research skills such as quoting, paraphrasing, and citations
				• using evidence from a text to support my ideas
				• with occasional errors, which are expected
				
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				
				I can write texts for different purposes and explain the writing choices that fit with my purpose
				• with some support
				• using the writing process
				• using English creatively
				• including a variety of familiar text forms, such as
				  • article
				  • letter
				  • story
				  • personal narrative
				  • argument
				  • literary analysis
				
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**

Domain	Strands	EAL Stage 1	EAL Stage 2	EAL Stage 3

Domain 1: Linguistic Competency
 	
Writing
(continued)
		I can learn some simple grammar and punctuation rules and use them when I write
		• with modelling and support
		• when taught in context
		• with errors, which are expected and may impede meaning
		• using taught structures, which **may include some** of the following:
		  • capital letters
		  • periods
		  • plural words
		  • simple present verb tense
		  • simple past verb tense
		  • pronouns
		  • identifying nouns and verbs
		  • prepositions of location, direction, time
		  • adverbs of frequency
		  • questions
		  • articles
		  • contractions
		  • other simple structures that can be taught in context
		
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			I can learn a range of simple grammar and punctuation rules and use them when I write
			• with support
			• when taught in context
			• with errors, which are expected (some may impede meaning)
			• taught structures **may include** those listed in Stage 1, plus **some** of the following:
			  • indenting a paragraph
			  • using quotation marks for dialogue
			  • using simple future (will/going to) verb tense
			  • using present continuous verb tense
			  • identifying parts of speech in sentences
			  • using other simple structures that can be taught in context
			
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				I can learn basic grammar and punctuation rules and use them when I write
				• with support
				• when taught in context
				• while experimenting with more complex structures
				• with errors, which are expected, especially with more complex structures
				• while beginning to self-edit
				• including taught structures, which **may include** those listed in Stages 1 and 2, plus **some** of the following:
				  • punctuation for quotations and bracket citations
				  • past-continuous verb tense
				  • present-perfect verb tense
				  • modal verbs
				  • identifying subjects and verbs in sentences
				  • parts of speech in word families (e.g., significance, significant, significantly)
				  • gerunds and infinitives
				  • other basic structures that can be taught in context
				
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**

Domain	Strands	EAL Stage 1	EAL Stage 2	EAL Stage 3

Domain 2: Contextual Applications	1.1.2
	1.2.1
	1.2.2
	1.2.3
	1.2.4
	1.2.5
	1.3.1
	1.3.2
	1.3.3
	1.3.4
	1.3.5
	1.4.3
	2.1.1
	2.1.2
	2.1.3
	2.2.1
	2.2.2
	2.2.3
	2.3.1
	2.3.2
	4.2.3
		I can learn basic vocabulary and use the words in familiar spoken and written contexts
		• including
		  • conversational vocabulary related to greetings, personal information, family, health, clothing, emotions, foods, hobbies, shopping, weather, home, classroom, etc.
		  • foundational content-area vocabulary related to shapes, calendar, landforms, time, money, etc.
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
		
		I can communicate appropriately with others about everyday and classroom topics
		• using words, short phrases, and sentences
		• in structured and familiar situations
		• imitating common non-verbal behaviours such as raising hand, nodding head, etc.
		• using taught polite expressions such as "please," "Excuse me, Mx. Khan . . . ."
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
		
		I can complete foundational academic tasks
		• with modelling and support
		• including tasks, such as
		  • matching
		  • labelling a diagram
		  • completing sentence frames
		  • using word banks
		  • completing a simple graphic organizer (e.g., 5 Ws)
		  • using technology for school purposes (e.g., log in to a computer, use the Internet)
		  • finding letters on a computer keyboard and typing simple texts accurately
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			I can learn new vocabulary and use the words in familiar social and academic contexts
			• including
			  • expanded conversational vocabulary related to people, community, activities, school, etc.
			  • basic content-area vocabulary related to social studies, computers, health, etc.
			  • some high-frequency general academic vocabulary such as "create," "similar," "response," etc.
			• including formal and informal language
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			
			I can communicate appropriately with others during routine interactions without undue difficulty
			• using phrases and sentences
			• during personal, classroom, school, and community activities
			• using taught polite expressions and appropriate non-verbal behaviours, such as how to politely share ideas, ask questions, or disagree
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			
			I can complete simple academic tasks
			• with support
			• including tasks, such as
			  • completing a Venn diagram
			  • taking notes on a T-chart (e.g., ideas from text/student's questions about the ideas)
			  • completing a paragraph containing sentence frames
			  • using quotes to avoid plagiarism
			  • writing a simple summary
			  • writing a simple response
			  • using technology for school purposes (e.g., log in to a computer, search the Internet, type a document, create slides for a presentation)
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				I can learn new specialized and abstract vocabulary and use the words in a variety of social and academic contexts
				• including
				  • expanded conversational vocabulary related to people, community, activities, school. etc.
				  • specialized content-area vocabulary related to environment, social issues, Canadian society, etc.
				  • general academic vocabulary such as "benefit," "evidence," "significant," "issue," "occur," "specific," etc.
				• including formal and informal language
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				
				I can communicate appropriately with others during longer and more complex social and academic interactions with some ease
				• using taught polite expressions and non-verbal communication appropriate for different contexts
				• using some common expressions or idioms
				Examples:
				  • analyzing a problem
				  • checking for agreement
				  • expressing disagreement appropriately
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				
				I can complete various academic tasks
				• with some support
				• including tasks, such as
				  • using a template or graphic organizer to complete an assignment or record ideas from a text
				  • paraphrasing information in my own words
				  • researching a topic using provided texts
				  • drafting an opinion statement with reference to provided text
				  • writing a reflection that includes a detail from a text
				  • using technology for school purposes (e.g., log in to a computer, search the Internet, type a document, create slides for a presentation, interact with peers in an online discussion, use video apps such as *Flipgrid*)
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**

Domain	Strands	EAL Stage 1	EAL Stage 2	EAL Stage 3
Domain 3: Intercultural Competency and Global Citizenship	1.3.3 3.1.1 3.1.2 3.1.3 3.2.1 3.2.2 3.3.1 3.3.2 4.1.3 4.3.3	**I can demonstrate knowledge of a few basic facts or words related to Canada's land and people** Examples: • map • landforms • symbols • animals/plants • Indigenous cultures ❑ **Beginning** ❑ **Developing** ❑ **Proficient** **I can participate in class and school activities to learn about diversity** • with people of diverse backgrounds • making connections to my cultural and linguistic background ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	**I can demonstrate knowledge of key facts and basic vocabulary related to Canada's land and people** Examples: • natural resources • government structure • Indigenous relationship to the land and worldview • key moments in history • topics from Stage 1 ❑ **Beginning** ❑ **Developing** ❑ **Proficient** **I can share information and collaborate with classmates from diverse backgrounds** Examples: • cultural, linguistic, and other forms of diversity (in a positive way) ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	**I can demonstrate knowledge of key facts and concepts related to Canada's land and people** Examples: • reconciliation • elections • topics from Stages 1 and 2 ❑ **Beginning** ❑ **Developing** ❑ **Proficient** **I can analyze concepts with classmates with an awareness of diverse backgrounds and perspectives (in a respectful manner)** ❑ **Beginning** ❑ **Developing** ❑ **Proficient**

Domain 4: Strategic Competency	4.1.1
	4.1.2
	4.1.3
	4.2.1
	4.2.2
	4.2.3
	4.3.1
	4.3.2
	4.3.3
		I can learn and use simple strategies to understand English
		• with modelling and support
		• including cognitive, metacognitive, and social/affective strategies, such as
		  • memorizing words
		  • making a personal dictionary or flashcards
		  • asking for help
		  • connecting to prior knowledge using first language
		  • using a picture dictionary
		  • listening or reading for key words
		  • listening attentively
		  • participating in shared reading
		  • using supportive technology such as text-to-speech and speech-to-text
		  • translating new words using first language
		❑ **Beginning** ❑ **Developing** ❑ **Proficient**
			I can learn and use a variety of simple strategies to understand English
			• with support
			• while attempting new strategies
			• including cognitive, metacognitive, and social/affective strategies, such as
			  • using reference materials such as a dual language dictionary (e.g., home language-English translation)
			  • rehearsing language
			  • associating new words with familiar ones
			  • asking for repetition or clarification ("Could you repeat that?" "How do you spell that?")
			  • taking notes when reading or listening
			  • using mind maps, charts, or graphic organizers
			  • working cooperatively with peers
			  • translating new words using first language
			❑ **Beginning** ❑ **Developing** ❑ **Proficient**
				I can learn and use a variety of strategies to understand English
				• with occasional support
				• while choosing an appropriate strategy based on the task
				• including cognitive, metacognitive, and social/affective strategies, such as
				  • using reference materials such as a thesaurus, grammar guide, or English learner's dictionary
				  • using textbook features such as a table of contents, glossary, or index
				  • making a plan for a learning task
				  • evaluating my work using criteria
				  • paraphrasing to clarify and check for understanding ("Did you say…?")
				  • making inferences based on prior knowledge and context
				  • monitoring speech or writing for persistent errors
				  • working with others to solve problems
				  • translating some key words using first language
				❑ **Beginning** ❑ **Developing** ❑ **Proficient**

Suggested Learning Experiences and Resources

The following sections provide teachers with examples in regards to both how to approach instructional design and resources that could meet the needs of students at each stage of language learning:

Sections

Teaching Realities in an EAL Classroom	The three teaching realities identified in this section have a significant impact on the choices that teachers make in their instructional planning in an EAL classroom.
Vignettes of EAL Teaching and Learning	The vignettes demonstrate how teachers could design learning experiences that incorporate the guiding principles, big ideas, and "I can" statements.
Suggested Topics, Learning Experiences, and Resources for the Big Ideas	A curated list of suggested topics, learning experiences, and resources is included for each big idea. The information is categorized by the stage of language learning so that teachers can choose based on the credit they are teaching and/or their students' needs.

Teaching Realities in an EAL High School Classroom

Teaching in an EAL course can be very different from teaching in more traditional high school subject-area courses where a teacher expects a group of students to start the course with a very similar set of previously taught knowledge and skills, and where the focus is on concepts that are taught in a sequential manner. Instead, each EAL learner will come with varying experiences, knowledge, and understandings. The task of the EAL teacher is to recognize each student as a unique individual and to determine where they are in regards to the progressions of both language learning and cultural awareness.

This fundamental difference raises three important realities that affect teaching and learning:

1) Students within the classroom will likely be working on different "I can" statements in the same room and within the same activity. This circumstance is the reality for most EAL teachers in high schools across Manitoba, so the teacher designs lessons that allow every student to be working on an "I can" statement that is appropriate to their needs.

2) Just as language proficiency is a progression of skills to be assessed and developed, cultural competence is also a continuum of understanding and experience that must be deliberately developed as well.

3) New students will continue to arrive randomly throughout the school year and often join the course throughout the semester. Teachers might start a semester with six students and end the semester with 17 students. These students all need the opportunity to be working on both language learning and cultural competence.

As a result of these realities, teachers need to differentiate within each activity by planning both extra scaffolds or a simpler text for students who would benefit from them, as well as more complex texts or tasks for more advanced students. In addition, class time should allow students to grapple with any cultural dissonance they are experiencing, and create ways for them to both understand and share their emerging understandings of culture and diversity within their community. Teachers should mindfully introduce texts with multiple perspectives, including those that reflect students' existing understandings as well as those that challenge their understandings.

To address the continuous arrival of students and the needs of all of the language learners, it is very important that the big ideas and "I can" statements are spiraled throughout the course. All students need multiple opportunities to practise as they are developing their language proficiency and cultural competency.

Students may often choose to use a smartphone to translate between their home language and English. Students are able to find the English word for concepts that they know in their first language, often allowing them to communicate their ideas more precisely, which can be very helpful to learners in the early stages of language learning. This use of technology can be a scaffold to aid in learning language as long as students are then able to learn and use the translated language.

Monitor students' use of technology closely. It is imperative that teachers carefully monitor students' use of technology in the classroom since it has the potential to both help and impede language development.

Overreliance on translation can impede language growth as students progress through the stages of language learning. For example, if a student relies on writing a response in their home language and using their smartphone to translate to English, they will not have the opportunity to grapple with choosing English words and structuring sentences. Students in

Stages 2 and 3 will benefit from the opportunity to reflect on how they are using technology and if it is truly helping or impeding their language learning.

If you notice that a student is relying on translation extensively to understand what they read or is plagiarizing written assignments, the language demands of the text or task might be too difficult for them. Teachers should then adapt the lesson so that the student can work more independently.

As well, when teachers are evaluating students' language proficiency, it is important to gather evidence of students' language skills as they work independently without the use of a translating tool in order to have the most accurate evidence of learning.

Vignettes of EAL Teaching and Learning

In this section, several vignettes are provided that reveal the thinking of a teacher in an EAL classroom both before, during, and after a learning experience. The vignettes were written by high school teachers who have taught the EAL credits in various Manitoba schools.

Within the vignettes, there are commonalities in the choices that teachers made, including the following:

- *Integrating the guiding principles, big ideas, and "I can" statements:* Teachers show how they have integrated the guiding principles, big ideas, and "I can" statements into their instructional design. The teacher has focused on using the guiding principles as the foundation for all teaching and learning within the classroom and they influence all of their decisions before, during, and after each lesson. The big ideas provide the key focus for learning and guiding question(s) that will provide the context for students to develop the skills and attitudes identified in the "I can" statements.
- *Using routines to maximize student time on task:* Teachers share routines that they have established in their classrooms for tasks and strategies that they plan to incorporate into teaching and learning frequently. For example, teachers might develop routines for partner sharing, for sentence editing, or for choice reading.
- *Using technology as a teaching tool within the classroom:* Teachers incorporate different kinds of technology to support students in interacting with each other and with the concepts. For example, students might type answers into a shared file in *One Note*, watch a teacher-prepared video on *Youtube* or use *Flipgrid* to record and submit a spoken assignment.

The California Department of Education published *Vignette Collection of the English Language Arts/English Language Development Framework for California Public Schools, Kindergarten through Grade 12* in July 2015 (see www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf). Each vignette provides a snapshot of the teaching and learning decisions a teacher made for a particular group of EAL students. Teachers provided the following information in their vignette:

Background
A brief profile of the EAL learners in the classroom, including their language learning stages and home languages

Lesson Context
An explanation of the teaching and learning that has occurred prior to the lesson excerpt, including scaffolding and rationale

Lesson Excerpt
A detailed description of the teacher's actions and selected student responses during a lesson

Teacher Reflection and Next Steps
An explanation of how the teacher will follow up after this lesson, for the entire class and/or individual students

Supporting Material
References to published resources and/or further information about strategies mentioned in the vignette

Vignette 1: Neighbourhood Walk (EAL Stage 1)

Background

Mrs. Patel teaches a class of EAL learners who are working within Stage 1 of language development. Two students joined her class last week and the other students have been in Canada for several weeks or months. The students in her class speak a variety of home languages including Chinese, Portuguese, Amharic, and Urdu.

Lesson Context

Mrs. Patel took her students on a neighbourhood walk yesterday so students could see places in their community. Prior to the walk, she taught her students vocabulary related to the places they would see on the walk (e.g., library, store, park, street, crosswalk, stop sign, traffic light, etc.). Recently in class the students have also learned verbs to describe common actions (e.g., walk, talk, see, make, go, sit, etc.). During the walk, she encouraged students to use English words to describe what they saw, and she used words and simple sentences to

describe their surroundings and the students' actions. She brought sports equipment (soccer balls, etc.) so students could play games together in the park. The students have only known each other for a short time and she wants them to have opportunities to build positive relationships with each other. Mrs. Patel took photos during the neighbourhood walk to use in a follow-up lesson at school the next day.

Learning Targets

Big Idea: Daily Life	
Guiding Question: What do I need to know to navigate daily life in my community?	
Lesson Goal: Students will be able to describe activities and places in their neighbourhood.	
"I Can" Statements: Stage 1: • I can learn basic vocabulary and use the words in familiar spoken and written contexts. • I can share basic information using spoken words, phrases, and simple sentences. • I can write the letters of the English alphabet and copy words and short sentences accurately. • I can write using basic text characteristics. • I can write words and simple sentences. • I can learn some simple grammar and punctuation rules and use them when I write. • I can understand the meaning of written words and simple sentences.	**Global Competencies:** ✓ Collaboration ✓ Communication ❑ Creativity ❑ Connecting to Self ❑ Citizenship ❑ Critical Thinking

Lesson Excerpt

Mrs. Patel projects a series of five photos from the neighbourhood walk (one at a time) and asks students to tell her what they see. As students use words to describe each image, Mrs. Patel writes the words students suggest. Her students use words such as "tree," "school," "car," "street," "park," "ball," "library," etc. She adds some additional labels to the photos such as "bench," "grass," "sidewalk," "stop sign," etc. Mrs. Patel also writes several verbs on the board that the students practised last week, including "go," "walk," "talk," "play," "sit,' and "see." She says each word aloud and mimes an action to remind students of the meaning of the verbs. Next, Mrs. Patel wants her students to combine nouns and verbs to make simple sentences.

Mrs. Patel: Look at this photo [points to first photo]. I see Abdul [points to Abdul] and Felipe [points to Felipe]. I see a soccer ball [points to soccer ball]. I can say "Abdul and Felipe play soccer." I can also say "They play soccer." I also see a tree [points to the tree in the corner of the picture]. I can say "I see a tree."

Mrs. Patel shows the next labelled image and asks Ife to describe it.

Mrs. Patel: Ife, what do you see?

Ife: Anika… Ife . . . . bench . . . .

Mrs. Patel: Yes, Anika and Ife sit on the bench [she points to the word "sit" in the verb list and mimes sitting]. Repeat my words, Ife: "Annika and Ife sit on the bench" [She cups a hand around her ear to show she is listening and encourages Ife to speak again].

Ife: Anika Ife sit on bench.

Mrs. Patel: Very good!

Mrs. Patel continues to call on students to describe this image and the remaining labelled images orally. She points to the word labels on the images and the verb list on the board to prompt students as needed. As students speak, Mrs. Patel rephrases their words to make simple but complete sentences and the students repeat the sentences back to her. Mrs. Patel helps students create sentences such as "The girls talk and laugh.", "They walk to the library.", "A bird sits on the stop sign.", and "He walks on the sidewalk."

Next, she wants students to practise writing words and sentences about the images. She gives each student a handout with the five photos from today's lesson. Students label the first photo by copying the labels from the board (Abdul, Felipe, soccer ball, tree, etc.). She asks students to tell her about the photo, and students use short phrases to describe it. She repeats their words (making corrections to grammar or sentence structure as needed) and then writes "Abdul and Felipe play soccer." and "I see a big tree." on the board. Students copy the sentences under the first photo on their handout. Mrs. Patel reads the sentences aloud, pointing to each word as she says it. She asks all of the students to read the sentence aloud together and she points to each word as they say it. She repeats this process for another photo (students copy words to label the photo; students talk about the photo; Mrs. Patel writes sentences; students copy the sentences; Mrs. Patel and the students read the sentences).

Mrs. Patel knows that several students in her class are ready to make written sentences on their own. She reminds those students to use a capital letter at the beginning of a sentence and a period at the end of a sentence (which is something they learned before) and tells

them to continue to label the remaining three photos and make short sentences on their own. In a few minutes, she will check their sentences and edit them for correct spelling, grammar, and punctuation as needed. Students will recopy the edited sentences.

In the meantime, Mrs. Patel continues to work with a small group of students who need more support to write sentences. With this group, she continues to ask students to say a sentence orally; she then writes the sentence, and the students copy it.

When students finish writing sentences for the five photos, they read aloud the sentences with a partner. Mrs. Patel circulates around the room, listening to the students read and helping them decode or pronounce words as needed.

Teacher Reflection and Next Steps

Mrs. Patel will continue to use the neighbourhood walk activity to create learning opportunities for several more classes. Tomorrow she will show students five more photos from the neighbourhood walk and repeat the process of labelling photos, making sentences orally, and writing sentences. She also wants students to practise typing sentences, so each student will type one or two sentences about one of the photos. Mrs. Patel will print the photos with typed captions to make a class story about the neighbourhood walk, which students can read aloud. Mrs. Patel can create a cloze exercise by deleting key words from the neighbourhood walk story and asking students to write the correct words (with a word bank if needed). She can separate the photos and captions and ask students to match them correctly. Students can also talk about the photographs (without captions) as a speaking activity.

Mrs. Patel makes a note to talk to Anika's foods and nutrition teacher about using this strategy (Language Experience Story) as an assignment in foods and nutrition class. Anika can take photos of the steps she follows to prepare a recipe. Then (with support) she can talk about the photos and write simple sentences that use the vocabulary she is learning in that class (names of foods, equipment, verbs related to cooking).

Supporting Material

Coelho, Elizabeth, "Language Experience Story." *Adding English,* pp. 227–228.

Vignette 2: Canada Mapping (EAL Stage 1/EAL Stage 2)

Background

Ms. Khan is an EAL teacher at a Grades 7 to 9 junior high school. She teaches students working within Stages 1 and 2 in her EAL class. Ms. Khan's students are from China, India, and Syria, and they speak Chinese (Mandarin), Hindi, and Arabic, respectively. In the Canadian mapping lesson below, Ms. Khan illustrates how both Stage 1 and Stage 2 students can be taught in the same classroom with some differentiation in instruction for certain tasks.

Lesson Context

In a previous lesson, Ms. Khan had checked the prior knowledge that students had of Canada by asking them to record what they already knew about Canada. Students shared their responses by filling out a "What I Already Know about Canada" handout and writing words or short phrases, or drawing pictures to illustrate their thoughts.

Aside from Winnipeg and some larger Canadian cities, it became clear to Ms. Khan that students were unaware of the provinces and major cities of Canada. At the end of this lesson, students will be able to identify the provinces, territories, and capital cities of Canada. Ms. Khan has designed different activities for her Stage 1 and Stage 2 students to help build their knowledge of the geography of Canada based on their language needs.

Learning Targets

Big Idea:
Canada (Land and People)

Guiding Question:
What do I need to know about Canada as a country to understand current events?

Lesson Goal:
Students will be able to identify and label the provinces, territories, and capital cities of Canada on a map.

"I Can" Statements:

Stage 1:

- I can write the letters of the English alphabet and copy words and short sentences accurately.
- I can write words and simple sentences.
- I can learn some simple grammar and punctuation rules and use them when I write.
- I can learn basic vocabulary and use the words in familiar spoken and written contexts.
- I can communicate appropriately with others about everyday and classroom topics.
- I can complete foundational academic tasks.
- I can demonstrate knowledge of a few basic facts or words related to Canada's land and people.

Stage 2:

- I can write simple and compound sentences.
- I can learn a range of simple grammar and punctuation rules, and use them when I write.
- I can learn new vocabulary and use the words in familiar social and academic contexts.
- I can communicate appropriately with others during routine interactions without undue difficulty.
- I can complete simple academic tasks.
- I can demonstrate knowledge of key facts and basic vocabulary related to Canada's land and people.

Global Competencies:

✓ Collaboration
✓ Communication
❑ Creativity
❑ Connecting to Self
❑ Citizenship
❑ Critical Thinking

Lesson Excerpt

Ms. Khan begins her lesson by asking her students to draw an outline of the map of Canada on a blank piece of paper. This exercise will show Ms. Khan how aware the students are of the physical geography of the country they are now living in. Ms. Khan ensures that students understand the task at hand by drawing an outline of another country on the whiteboard as an example.

> **Ms. Khan:** What does China look like? I think it looks like this (Ms. Khan draws an outline of what China looks like). Now, you show me what Canada looks like.

Once students have completed their outlines, Ms. Khan pulls up an outline of Canada on the projector and has students compare their outlines to the one on the screen.

Yesterday, Ms. Khan took the students to the computer lab to print maps of their home countries. She saved the images as well to use later on in her lessons. She asks students to take out their printed maps. She writes the following words on the board:

map country province city capital city

Ms. Khan pulls up the maps of each student's home countries onto the screen. Ms. Khan knows that accessing the student's prior knowledge and making connections to what is familiar to them will help them transfer their knowledge to this new context. Ms. Khan starts with China and shows them a map of China that includes the provinces, cities, and capital city.

> **Ms. Khan:** This is a map of China [gesturing to the map]. China is a country. Jiayi, how do you say "map" in Chinese?
>
> **Jiayi:** Dìtú.
>
> **Ms. Khan:** Thank you, Jiayi. Can you please write the word "map" in Chinese on the board?
>
> **Jiayi:** Yes [Jiayi walks to the board and writes "map" in Chinese].
>
> **Ms. Khan:** Maria, how do you say "country" in Chinese?
>
> **Maria:** Guójiā.
>
> **Ms. Khan:** Thank you, Maria. Can you please write the word "country" in Chinese on the board?
>
> **Maria:** Yes, I can [Maria walks to the board and writes "country" in Chinese].

Ms. Khan continues to show the students the parts of the map and asks her Chinese students to translate the vocabulary words to their first language.

Ms. Khan: Now we know that this [gesturing to the map] is called a map. This map is of the country China. We can see all the different colours inside the map that show many parts of China. These are called provinces. Can you say pro-vin-ces?

Students: Provinces.

Ms. Khan: Very good. Fang, can you write the word for "province" in Chinese on the board please?

Fang: [Fang walks to the board and writes "province" in Chinese.]

Ms. Khan: Let's look at the Guangdong province. There is a city called Guangzhou. Can you say ci-ty?

Students: City.

Ms. Khan: Good. Now, in China there is a big city called Beijing. This is China's capital city. On the map, the capital city Beijing is written bigger and darker than the other cities. Can you say ca-pi-tal ci-ty?

Students: Capital city.

Ms. Khan: Very good.

Ms. Khan asks a student to write the words for "city" and "capital city" in Chinese on the board. She repeats the process above with maps of India and Syria and has the students become familiar with the new vocabulary by making connections to their home language as well as the places familiar to them. Some of the Stage 2 students are already familiar with the vocabulary words, which is an added benefit as they are able to make the connections between English and home language vocabulary words right away. This is helpful for everyone in the class.

Ms. Khan hands students a graphic organizer to record their vocabulary words for the day.

Word	My Language	Picture
Map		
Country		
Province		
City		
Capital City		

Now that students are familiar with the vocabulary, Ms. Khan pulls up a map of Canada on the screen. The map shows the provinces, territories, and capital cities of Canada. Ms. Khan has them apply their new knowledge by asking students to count how many provinces and territories Canada has. She then asks students to find Manitoba and Winnipeg on the map, ensuring that she clearly sounds out the first letter sound in each word to ensure that her Stage 1 students can identify the places on the map as well.

Ms. Khan: We live in the province called Manitoba: M-, Man-i-to-ba. Find Manitoba on the map. [Students locate Manitoba.] Good. We live in a city in Manitoba called Winnipeg: W-, Win-ni-peg. Find Winnipeg on the map. [Students locate Winnipeg.] Winnipeg is also the capital city of Manitoba.

Ms. Khan then proceeds to work on her students' listening and speaking skills by naming all the provinces, territories, and capital cities on the map and having the students repeat the names after her.

Students are then given a blank outline map of Canada and are asked to label the map with the names of the provinces, territories, and capital cities using a complete map of Canada as a guide. Students have been taught that names of places always begin with a capital letter, and so Ms. Khan reminds students that all places on the map should begin with a capital letter. Ms. Khan walks around the room to ensure the students are on the right track.

Teacher Reflection and Next Steps

Ms. Khan recognizes that her students require multiple exposures to the concepts and vocabulary learned during this lesson. Ms. Khan's class will be working with the map of Canada for multiple days. Described below are activities that Ms. Khan will do with her students as a follow-up to the first lesson, and which will provide students with the opportunity to progress from speaking/listening to reading/writing.

Extension Activity 1: Once students have completed labelling their maps, Ms. Khan will begin a knowledge and comprehension task that she will differentiate for her Stage 1 and 2 students. She will begin by giving her Stage 1 students flashcards with the names of the Canadian provinces, territories, and capital cities on them. She will ask students to sort the cards into provinces/territories and capital cities. Students can look at their maps for assistance. Once students have completed this task, they are to put the cards in alphabetical order.

Ms. Khan will give her Stage 2 students a similar task. She will hand them the same flashcards but will ask her Stage 2 students to match the province/territory with their capital city. They can try to do this without looking at a map first and then use a map if they require assistance. Ms. Khan will walk around to students who have completed this task to check for understanding.

Extension Activity 2: Ms. Khan will have her students complete a writing task. She will write sentence frames and an example on the board for her Stage 1 students. Her Stage 1 students will use the repetitive sentence structure to create their own sentences using the names of the provinces, territories, and capital cities that they previously learned. She will remind them to begin sentences and names of places with a capital letter and end sentences with a period.

> _____ *is a province.*
>
> _____ *is a capital city. It is in* _____.
>
> Example:
>
> *Manitoba is a province.*
>
> *Winnipeg is a capital city. It is in Manitoba.*

For her Stage 2 students, Ms. Khan will ask students to write compound sentences about the provinces, territories, and capital cities. She will remind them to begin sentences and names of places with a capital letter and end sentences with a period. She will do an example together with them:

> *Manitoba is a province in Canada, and Winnipeg is the capital city of Manitoba.*

Extension Activity 3: Students will read out the sentences that they created in pairs to practise their speaking. Students will then engage in an "I have, who has?" speaking activity game where half of the students receive a province/territory card and half the students receive the matching capital city card. The student with the province/territory will say "I have Saskatchewan. Who has Regina?" to find their missing half. The activity will be repeated by reversing the students who have the provinces/territories and capital cities so that all students have a chance to speak.

Extension Activity 4: Students will also continue to add to their Canada maps by learning other parts of the map to connect with the social studies curriculum. They will learn how to add a title, compass, bodies of water, and legend.

Supporting Materials

> "Over Canada: An Aerial Adventure" (film) by Gary McCartie
>
> *A Beginning Look at Canada* by Anne-Marie Kaskens
>
> *Canada (Level J Levelled Book)* by Will Angelo
> www.readinga-z.com (subscription required)
>
> *Celebrate CANADA* (series) by Pearson Education

Vignette 3: Snowstorm Discussion (EAL Stage 2)

Background

Ms. Martin teaches an EAL class that meets for one period each day. The learners in her class are working within Stage 2 of language development. Most have been in Canada for less than one year, although a few have been in Canada a little longer. The students in her class are in Grades 9 to 11 and speak a variety of home languages including Tagalog, Hindi, Chinese, Vietnamese, Spanish, Japanese, and Ukrainian.

Lesson Context

Last week, the students were working on Google Slides presentations related to their culture or home country, and they will continue those projects later this week. Today, however, Ms. Martin has decided to insert a targeted lesson related to the major snowstorm that occurred over the weekend. Ms. Martin discussed the weather forecast prior to the snowstorm so students would be prepared for the upcoming conditions. She showed students how to access a weather website online and reminded students to check the weather forecast and the school's social media channel for updates about weather and school closures over the weekend. She also reviewed some vocabulary related to snowstorms and winter weather (e.g., snow, wind, snowstorm, blizzard, whiteout, dangerous, prepare) at that time and discussed important information about winter weather forecasts (e.g., a sunny day doesn't indicate warm temperatures; the actual temperature and "feels like" temperature are different, etc.). Students have returned to school after the snowstorm, and Ms. Martin wants them to have the opportunity to discuss their experiences related to the snowstorm.

Learning Targets

Big Idea:
Daily Life

Guiding Question:
What do I need to know to navigate daily life in my community?

Lesson Goal:
Students will develop an understanding of the new environment they are in, including weather and safety.

"I Can" Statements:
Stage 2:

- I can understand simple conversations and the main points of short oral presentations and discussions.
- I can ask for and provide information using comprehensible sentences.
- I can learn new vocabulary and use the words in familiar social and academic contexts.
- I can communicate appropriately with others during routine interactions without undue difficulty.
- I can learn and use a variety of simple strategies to understand English (ask for repetition or clarification).

Global Competencies:

✓ Collaboration
✓ Communication
❑ Creativity
❑ Connecting to Self
❑ Citizenship
❑ Critical Thinking

Lesson Excerpts

Ms. Martin begins the lesson by writing the following words on the board:

snowstorm *blizzard* *wind* *wind chill* *snowdrift*

whiteout *dangerous* *prepare* *shovel*

She chose these words because she wants students to review the words from last week so they will be ready to use them during today's discussion, and these words are in a text about snowstorms that she plans to read with the class later. The students should be familiar with most of the words, but some (wind chill, snowdrift, shovel) may be new to the students.

She also projects several photographs for students to view, including people walking in a blizzard, a woman shovelling snow, and a car covered in snow.

She asks students to talk with a partner. The students in her class often engage in partner discussions and are familiar with the expectations for this routine (e.g., look at your partner, speak clearly, avoid using your phone). Students should explain the meaning of the words they know and describe what they see in the images. She circulates around the room so she can listen to the discussions and notice which words students are able to explain and use. Then she leads a whole-class discussion of the words and images by calling on students to share their ideas, and then she clarifies or expands on their explanations.

> **Ms. Martin:** Gerald, what does the word "shovel" mean?
>
> **Gerald:** Shovel is [mimes shovelling snow]. That woman shovel snow [points to the image].
>
> **Ms. Martin:** Yes, Gerald. To shovel snow means to move the snow. This woman is shovelling the snow on the sidewalk so people can walk easily. This is her shovel [points to the shovel in the image].

The students talk about most of the words. Ms. Martin provides a simple explanation of the words that are unfamiliar to students.

Next, she gives students the following prompt to copy in their listening/speaking booklet:

> *What did you see and do during the snowstorm?*
>
> *What did you see and do after the snowstorm?*

After copying the prompt, students should fill in the “my ideas” box.

Listening/Speaking Record

Date _____ Prompt ____ what did you see and do during the snowstorm?
____ what did you see and do after the snowstorm?

My ideas:

Partner’s Name	Partner’s Ideas

Language for clarification

Could you repeat that?

Could you speak more slowly?

How do you spell that?

Did you say, . . . ?

Paraphrase what your partner said before you write it down.

Ms. Martin walks around the room to check on students as they write notes in the “my ideas” box. The students are familiar with this template because Ms. Martin uses the listening/speaking booklet in her class regularly when students discuss everyday or familiar academic topics. Most students begin to write. However, one student who just started in the class last week hasn’t written any ideas yet. She knows that some students find it easier to write ideas after talking about them aloud. She stops to talk to him:

Ms. Martin: Oleh, what did you see during the snowstorm?

Oleh: See many snow.

Ms. Martin: Yes, there was a lot of snow. You can write “I saw a lot of snow.”

She points to the “my ideas” box and waits while he writes his idea before continuing.

Ms. Martin: What did your family do this weekend?

Oleh: All stay home because very cold. . . . watching TV. . . . father not go work. . . restaurant is close.

Ms. Martin: You can write those ideas too.

After a few minutes, students have finished making notes and are ready for the partner discussion. Since Oleh hasn’t used the template before (and as a review for the other students), Ms. Martin decides to model the partner discussion for the class.

Ms. Martin: Let’s do one example together. I’ll be your first partner. Everyone please write my name in this box.

Ms. Martin has projected a copy of the template using a document camera so students can see it. She writes her name and waits while students copy it.

Ms. Martin: Mark, please ask me the question at the top of the page.

Mark: What did you see and do during and after the snowstorm?

Ms. Martin: [purposely speaking at a quick speed] After the storm, there was a lot of snow on the driveway so my husband and I shoveled for one hour.

Ms. Martin knows that many students in her class didn’t fully understand her speech because it was too quick, but she wants them to practise strategies to ask for repetition and clarification. She points to the prompts at the bottom of the page.

Ms. Martin: Satori, I want you to ask me one of these questions.

Satori: Could you speak more slowly?

Ms. Martin: [speaking slowly]. Sure. After the storm this weekend, there was a lot of snow on the driveway. My husband and I shoveled for one hour so we could drive our car. Satori, can you show me that you understood what I said?

Ms. Martin points to the paraphrasing prompt at the bottom of the page.

Satori: So what you said is… you have lots of snow and shovel one hour.

Ms. Martin: Yes, that's right. Please write that. Remember, when we make notes, it's okay not to write in a complete sentence.

Ms. Martin writes "lots of snow, shovel one hour" in the "partner's ideas" box to model how to take notes. She continues to share a few more details of her experiences during the snowstorm and calls on specific students so they can practise using language for clarification. Students write notes about what she says. Then, she assigns students a partner and asks them to repeat the activity. One person will speak while the other listens, asks clarifying questions, and takes notes. Then the roles will reverse. She circulates to listen to the students' conversations and to notice which students are using the questions for clarification. She makes sure to spend a little longer with Oleh and his partner to help him use the new expressions.

Teacher Reflection and Next Steps

As Ms. Martin is listening to the partner discussions, she notices that Anh's partner is having difficulty understanding her. When Anh pronounces some words, she doesn't say the final consonant (e.g., "schoo" instead of "school" or "ri" instead of "rice"). Ms. Martin doesn't correct all words that students mispronounce, but since this is causing difficulties in communication she makes note of it. The next time students are doing independent work in class, she will work one-on-one with Anh to practise saying final consonants.

She also notices that Mark found it easy to share several ideas using clear sentences with his partner during the discussion. Mark is demonstrating proficiency in speaking at the Stage 2 level. She will listen to Mark's speech in several other contexts over the next few weeks. Soon he will be working within Stage 3 for speaking.

The class will continue the lesson about snowstorms by reading the levelled text "Blizzards." Ms. Martin knows it is important for students to listen to fluent reading regularly. Before students read the text on their own, she will read it aloud and she will ask students to notice her phrasing (pauses at a comma or period). When students read the text aloud with their partner, they will practise pausing at a comma or period. She will use the Blizzards text at Level L when she reads aloud and for most of the partner reading. But Gerald and Mark have stronger reading skills, so they will use the Blizzards text at Level O when they do their partner reading together.

Supporting Material:

"Evidence-Based Principles to Guide English Language Development in the Common Core Standards Era" by Kate Kinsella
http://teacher.scholastic.com/products/teach-english-language-learners/pdf/Kinsella_ELD_CCSS_4-19-12Handout.pdf

Blizzards, Levels L and O
www.readinga-z.com (subscription required).

Vignette 4: How Do You Say "-ed"? (EAL Stage 2/EAL Stage 3)

Background

This lesson takes place within a multi-stage, plurilingual class of 13 students, with one specialist EAL teacher, Ms. Dobson, and one educational assistant, Mrs. Sabel. There is a group of eight students in the room working on the *English Language Arts: English as an Additional Language for Academic Success 40S* course, a group of four students working within Stage 3 and one recently arrived student who is beginning Stage 2. Home languages include Arabic, Urdu, Ukrainian, Tagalog, and Portuguese.

The Stage 2 student usually works one-on-one with Ms. Dobson or Mrs. Sabel but enjoys opportunities to interact with peers.

Lesson Context

Prior to this lesson, the new student was given routine conversational starters and asked to write about their weekend activities. The new student showed the ability to choose the appropriate verb (meaning) when speaking and in initial written work; however, they made no attempt to change the base form (tense) despite past-tense time markers being used. Following individual lessons in simple verb tenses, the teacher observed that the student pronounced all regular past-tense verb endings in the same way when sharing their work.

The Stage 3 students continue to make isolated pronunciation errors when reading -ed words and would benefit from the targeted practice of this lesson. They will also be modelling pronunciation for the Stage 2 student in addition to Ms. Dobson and Mrs. Sabel. The instruction and activities for this lesson took place over five classes with a range of times dedicated to it during each class.

Learning Targets

Big Idea:
Daily Life

Guiding Question:
What do I need to know to navigate daily life in my community?

Lesson Goal:
Students will improve their communication skills by focusing on their pronunciation of common English words.

"I Can" Statements:

Stage 2:

- I can pronounce frequently used words with developing accuracy.
- I can use text characteristics to read with some fluency.
- I can use the sounds of letters to decode simple words.
- I can communicate appropriately with others during routine interactions without undue difficulty.
- I can learn and use a variety of simple strategies to understand English.

Stage 3:

- I can pronounce most English sounds comprehensibly and use intonation to communicate meaning.
- I can use text characteristics to read with developing fluency and intonation.

Global Competencies:

✓ Collaboration
✓ Communication
❑ Creativity
✓ Connecting to Self
❑ Citizenship
✓ Critical Thinking

Lesson Excerpts

To begin the lesson, the new Stage 2 student joins the four Stage 3 students. The teacher leads a discussion to review what students know about past-tense regular verbs ending in -ed. Ms. Dobson then leads students to reflect on similarities to and differences from their home languages. Ms. Dobson is aware that some of the students' home languages have similar language patterns for past-tense verbs; whereas, for other home languages, it is an unfamiliar concept.

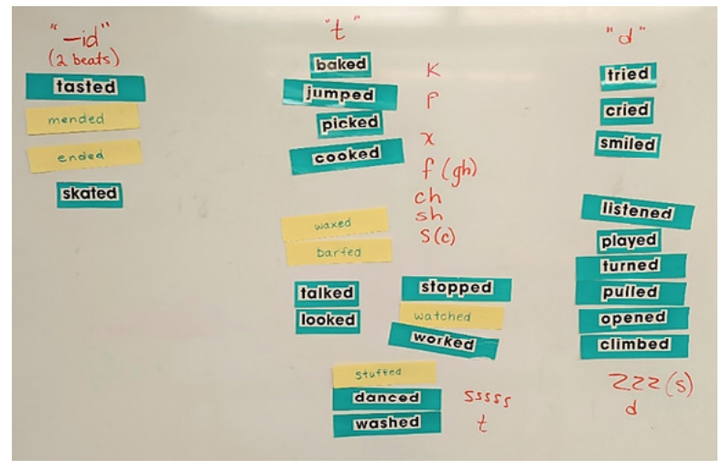
After the discussion, Ms. Dobson would like to instruct the *English as an Additional Language for Academic Success 40S* group on the other side of the room, so Mrs. Sabel takes over leading the students through a select group of -ed words on individual papers:

tasted	*mended*	*ended*	*skated*
baked	*jumped*	*picked*	*cooked*
washed	*waxed*	*barfed*	*talked*
looked	*stuffed*	*danced*	*stopped*
watched	*worked*	*tried*	*cried*
smiled	*climbed*	*listened*	*played*
turned	*pulled*	*opened*	

Mrs. Sabel begins by giving examples of the three sounds of –ed (-id, -t, and –d).

Mrs. Sabel: How do you say this -ed word? Do you know what it means? [charade]

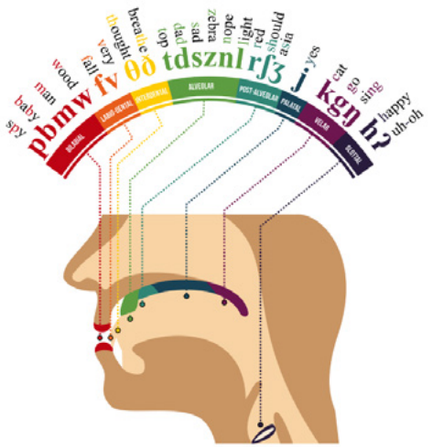
Then students take turns saying the words and sorting them on the whiteboard under the guidance of Mrs. Sabel. With assistance, the students can add in a charade of the action. When the students are finished the word sort, they work on their individual choice reading work until the end of class.



The next day, Ms. Dobson begins class by reviewing the pronunciation activity from the previous day.

Ms. Dobson: Why are there three sounds? How do we make the sounds?

Ms. Dobson goes through exaggerated mouth movements to accentuate the sounds of the -ed words, modelling where and how the sounds are made. Students are asked to do the same to gain a deeper understanding of the movements of their mouth, teeth, and jaw. Some students may also benefit from a diagram of the mouth, showing the groupings of sounds.



Phonetic English Map of the Human Mouth: Diagram by Language Base Camp. Reproduced from www.languagebasecamp.com/linguistics-for-language-learners-what-is-the-ipa/ under the terms for educational reproduction cited therein.

Ms. Dobson leads the students through the word sort to double-check whether they have organized the words correctly according to the sounds. Then the students and Ms. Dobson say the words in each group again, emphasizing the correct –ed sound pattern. When they are finished, Ms. Dobson directs the students to continue working on a writing assignment that students began last week.

During another class, the pronunciation lesson continues with students learning about how the sound that comes before -ed influences the sound of –ed. Ms. Dobson begins with words that sound like –id.

> **Ms. Dobson:** What letter comes before the -ed? What sound does it make? Can you blend the sound to a "d" sound without adding a beat?

The students are asked if they can see a pattern in the sound before the -id sound. Ms. Dobson knows that students will usually just look at the letter itself, but it is important to emphasize the sound the letter makes before the –ed. This will become important with consonants that have multiple pronunciations (e.g., s/z. s/c. F/gh).

Ms. Dobson repeats this process for the group of -ed words that sound like -t.

> **Ms. Dobson:** What letter comes before the -ed? But what sound does the letter before the -ed make?

Ms. Dobson leads an exploration into the voiceless consonants of (f/k/sh . . .).

Then students are asked to look for a pattern in the last group of -ed words, which sound like –d because they use voiced consonants (d/b/g . . .).

> **Ms. Dobson:** Do you feel your vocal cords vibrating?

Next, the students are asked to listen to a short paragraph that has many -ed words. Ms. Dobson may choose to record the reading on an app such as *Flipgrid* so that it can be repeated as often as students require and will be accessible on *Microsoft Teams* so students can listen to it again.

> The Zoo
>
> Last Wednesday, we decided to visit the zoo. We arrived the next morning after we breakfasted, cashed in our passes, and entered. We walked toward the first exhibits. I looked up at a giraffe as it stared back at me. I stepped nervously to the next area. One of the lions gazed at me as he lazed in the shade while the others napped. One of my friends first knocked then banged on the tempered glass in front of the monkey's cage. They howled and screamed at us as we hurried to another exhibit where we stopped and gawked at plumed birds. After we rested, we headed for the petting zoo where we petted woolly sheep who only glanced at us, but the goats butted each other and nipped our clothes when we ventured too near their closed pen. Later, our tired group nudged their way through the crowded paths and exited the turnstile gate. Our car bumped, jerked, and swayed as we dozed during the relaxed ride home. Note: Some of the -ed words are used as adjectives but most are past-tense verbs.

Reproduced from "Using Short Paragraph Stories to Teach Simple Past in English – Part 1" by Larry Lynch. *Becoming a Better EFL Teacher*, May 24, 2006, http://betterefleacher.blogspot.com/2006/05/using-short-paragraph-stories-to-teach.html.

The group reviews the information on the sounds of the three groups using this chart.

-ed sounds like "id"	-ed sounds like "t"	-ed sounds like "d"
• smallest group of –ed words • the verb ends with a "t" or a "d" • the sound adds another syllable or beat on the word Example: start**ed**	• larger group of –ed words • the verb ends with "p," "k," "s," "sh," "ch," "f" or "gh," or "x" (voiceless consonants) • the sound **does not** add another syllable or beat on the word Example: watch**ed**	• the largest group of –ed words • the verb ends with all other sounds (voiced consonants) • the sound **does not** add another syllable or beat on the word Example: call**ed**

Mrs. Dobson: Now you are going to identify all of the -ed sounds in the story and figure out how to say them! It's hard because they all look the same! Let's go through the steps one at a time:

Practice: Read "The Zoo" again.

1. Underline the letter(s)/sound **before** the -ed in all the words (e.g., burned).
2. Highlight the words with the –ed sounds of "id" in blue. Highlight the words with the –ed sounds of "t" in yellow. Highlight the words with the –ed sounds of "d" in pink.
3. Add the words to the appropriate column in the chart.

Teacher Reflection and Next Steps

After these initial activities, students will continue to encounter unfamiliar -ed words.

As the Stage 2 student continues to work on past tense verbs, they can refer to the three lists on the whiteboard and add more -ed words to the lists.

The lists of words can also be revisited to look at spelling patterns, such as doubling certain consonants before adding –ed (e.g., chop, chopped).

Another possible activity is for students to record their pronunciation of -ed words on *Flipgrid*. The Stage 2 student can record themself reading a list of –ed words and three or four sentences of *The Zoo*. The Stage 3 students can read all of *The Zoo*. When Ms. Dobson listens to the student recordings, she can note other challenges students have with pronunciation or intonation, which can be addressed in future lessons.

Supporting Materials

"Using Short Paragraph Stories to Teach Simple Past in English – Part 1." *Becoming a Better EFL Teacher*, May 24, 2006, by Larry Lynch
http://betterefl teacher.blogspot.com/2006/05/using-short-paragraph-stories-to-teach.html

Phonetic English Map of the Human Mouth Diagram by *Language Base Camp*
https://twistedsifter.com/2019/04/phonetic-english-map-of-the-human-mouth/

How to Teach Pronunciation by Gerald Kelly
https://andrianilina.files.wordpress.com/2016/02/how-to-teach-pronunciation-kelly-gerald.pdf

Video sharing website by Flipgrid
https://info.flipgrid.com/

Three Simple Pronunciation Tips: Past Tense Verbs by mmmEnglish
www.youtube.com/watch?v=DyAp3-H62ow

Pronunciation Tips – Past Tense Verbs:

Rule 1: Usually *ed* is pronounced *d*.
Rule 2: If the main verb ends with the sound *f, k, p, s, x, sh,* or *ch*, the *ed* is pronounced *t*.
Rule 3: If the main verb ends with the sound *d* or *t*, the ed is pronounced *id*.

Vignette 5: Water Issues on First Nations Reserves (EAL Stage 3)

Background

Mr. Ramos teaches an EAL class that meets for one period each day. The learners in his class are mostly working within Stage 3 of language development. Some of his students arrived in Canada within the year, although a few have been in Canada for two or three years. The students in his class are in Grades 9 to 11 and speak a variety of home languages, including Chinese, Tagalog, Somali, German, Punjabi, Vietnamese, and Japanese.

Lesson Context

Mr. Ramos' class has previously learned some information about topics related to Indigenous Peoples in Canada, including traditional cultures, treaties, residential schools, and reserves. Today, Mr. Ramos will begin a series of lessons related to water issues on First Nations reserves, which will culminate with students writing a letter to a Member of Parliament. He chooses an excerpt from a Middle Years textbook to introduce this topic and notes the key vocabulary (including general academic and content-area vocabulary) within the excerpt that students will need to know. His list includes the following words:

government	*environment*	*challenge*	*issue*
citizen	*protect*	*provide*	*rural*
community	*reserves*	*federal*	*compare*
First Nations			

Mr. Ramos has previously taught his students many of these words during previous lessons. The following words are new to students:

issue	*challenge*	*rural*	*federal*

Prior to reading the textbook excerpt, Mr. Ramos will introduce the topic, review the previously learned vocabulary, and teach students the new vocabulary.

Learning Targets

Big Idea:
Canada (Land and People)

Guiding Question:
What do I need to know about Canada as a country to understand current events?
How can I take an active role in the process of reconciliation with Indigenous Peoples of Canada?

Lesson Goal:
Students will develop an understanding of water issues on First Nations reserves.

"I Can" Statements:
Stage 3:

- I can learn new specialized and abstract vocabulary and use the words in a variety of social and academic contexts.
- I can use a variety of reading strategies based on the type of text.
- I can understand the main idea and some details of longer, straightforward narrative and informational texts.
- I can learn and use a variety of strategies to understand English (use an English learner's dictionary).

Global Competencies:
✓ Collaboration
✓ Communication
❑ Creativity
❑ Connecting to Self
✓ Citizenship
✓ Critical Thinking

Learning Targets Lesson Excerpts

Mr. Ramos begins by projecting several photographs related to water issues around the world for students to view (including photos such as women carrying water jugs on their heads, a child filling a glass using clean water from a tap, brown water coming from a tap, a truck hauling large plastic jugs of water, plastic pollution in the ocean, etc.). He asks students to discuss with a partner what they see in the photos and compare it to what they have seen or experienced in their own lives. He elicits student responses and the class has a brief discussion.

Next, he wants to connect these images to the topic of water issues on First Nations reserves.

> **Mr. Ramos:** These photos show problems related to water around the world. Some people think that Canada does not have water problems, but that is not true. When I am at my house, I can turn on the tap and drink clean water [points to the image of clean water from a tap]. But in some places in Canada, people do not have clean water. The water is dirty, so they must drink bottled water [points to the images of brown water and water jugs on a truck]. Today we will begin to learn about some water problems in Canada, and soon we will read about this. Before we read, we will review and learn some important vocabulary in the reading.

Mr. Ramos writes vocabulary the students previously learned on the board:

government	*environment*	*First Nations*
citizen	*protect*	*provide*
community	*reserves*	*compare*

He asks students to discuss the words (including the meaning and/or an example) with a partner and then leads a brief class discussion to review the words together. He clarifies the meanings and adds examples as needed.

Next, he gives students a handout with the four new vocabulary words (issue, challenge, rural, federal). He discusses the meanings of the words, and students complete the sample sentences and answers to the questions.

Word	Meaning	Example Sentence
issue (noun)	• a problem	An important **issue** in the world right now is _____.

What is an issue that some teenagers experience?

An issue for some teenagers is _____.

Word	Meaning	Example Sentence
challenge (noun) **challenging** (adjective)	• a difficult task or problem • difficult to do	_____ was a **challenge** when I was young, but now it is easy to do.

What is a challenging school subject for you?

A challenging school subject for me is _____ because _____.

Word	Meaning	Example Sentence
rural (adjective)	• the land outside of a city	In many countries, people who live in **rural** areas are moving into cities because _____.

Would you want to live in a rural area? Why or why not?

I _____ (would/would not) want to live in a rural area because _____.

Word	Meaning	Example Sentence
federal (adjective)	• related to the government of a country	The **federal** government is for all of Canada. The provincial government is for Manitoba. The municipal government is for Winnipeg.

Who is the leader of the federal government right now?

The leader of the federal government is _____ (name).

When students have completed the vocabulary activity, Mr. Ramos hands out the reading excerpt.

> *Governments often work together to solve environmental issues and to promote environmental stewardship. Governments work together to keep our water safe. One way they do this is by building water treatment systems. These systems make sure Canadian citizens have safe drinking water. They also treat wastewater to protect the environment.*

Providing clean water can be a challenge in small, rural communities. For example, many First Nations reserves have poor water treatment plants. Some communities have none at all. Drinking water can be unsafe. The Assembly of First Nations and band councils work with the federal government to provide clean water on reserves.

In First Nations reserves, 20 out of 100 homes have unsafe drinking water. Some of these communities have been without safe water for decades. Compare the information above to the rest of Canada, where only about 1 out of 100 homes have to worry about the water coming from their taps.

Reproduced from *Nelson Social Studies 5: Canadian Government and Citizenship* by Cairo and Soncin, 2014, p. 72, under the terms for non-commercial educational use.

There are also three comprehension questions below the reading:

1. Where is water safety an issue in Canada?
2. What is the difference in water safety in First Nations communities compared to other Canadian communities?
3. Why do you think it might be challenging to provide clean water in small, rural communities?

Mr. Ramos will use teacher think-alouds to model how he uses strategies (including choosing a purpose, making connections to prior knowledge, monitoring comprehension, and summarizing) to read a text.

Mr. Ramos: Before I read a text, I always want to think about my purpose for reading. Am I trying to learn specific information? Am I reading for enjoyment? The reason why I'm reading will impact how I read a text. In this case, I'm reading to learn information. I can see that there are three questions I need to answer after I read. I'll look at those questions now so I know which information I should focus on while I read.

Mr. Ramos then reads the text aloud, modelling strategies as he reads.

Mr. Ramos: [after reading the first paragraph aloud]. . . . The next paragraph says, "*Providing clean water can be a challenge in small, rural communities.*" I learned that a challenge is something difficult, and that the word *rural* means "outside a city." It makes sense that it would be more difficult to get clean water in communities that are far from a city because they might not have the same equipment. Next, it says, "*For example, many First Nations reserves have poor water treatment plants.*" I remember learning that most First Nations reserves are in rural areas. The text says they have poor water treatment plants. I know one meaning of the word *poor* is "not having enough money." I don't think that's the meaning here, though. This must be the other meaning of the word *poor*, which is "not good." The word *plant* confuses me a bit. Sometimes the word *plant* means a flower or tree. But I think this word must be related to water treatment. I'll double-check this word using the dictionary.

Mr. Ramos gets his English learner's dictionary and asks the students to open theirs as well. He uses the document camera to show the students how to find the word *plant* in the dictionary, and together they read the two meanings.

Mr. Ramos: A plant can be "*a living thing that grows in soil and has a stem, leaves and roots*", or it can be "*a large factory.*" It makes sense for a water treatment plant to be a factory where water is cleaned. So the two sentences I just read [points to the sentences] tell me that First Nations reserves far from a city might not have clean water because they don't have a factory that works properly to clean the water. I wonder . . . why don't many First Nations reserves have proper water treatment plants? That is something we can learn more about later this week. Now let's continue to read the next part . . . .

When Mr. Ramos finishes reading the text, students complete the comprehension questions. Two students in the class need more support when they write, so he will provide sentence frames to those students to help them structure their responses. The other students will answer the questions without sentence frames, but Mr. Ramos will circulate to check their work and help them create complete sentences as needed.

Sentence Frames:

Where is water safety an issue in Canada?

Water safety is an issue in _____.

What is the difference in water safety in First Nations communities compared to other Canadian communities?

In First Nations communities, _____. *However, in other Canadian communities,* _____.

Why might it be challenging to provide clean water in small, rural communities?

It might be challenging to provide clean water in small, rural communities because _____.

Teacher Reflection and Next Steps

Mr. Ramos' class will continue to learn about water issues on First Nations reserves for the next few days. He will provide them with an informational handout he created (containing written text, photographs, and maps) about Shoal Lake 40 First Nation and Freedom Road. The class will also view some news reports by watching excerpts from *Undrinkable: First Nations Water Crisis*. They will discuss how colonialism has affected and continues to affect First Nations communities across Canada.

Mr. Ramos knows it is very important to recycle and review vocabulary often and in multiple contexts. The students will review the vocabulary from the textbook excerpt (government, environment, challenge, issue, citizen, protect, provide, rural, community, reserves, federal, compare, and First Nations) during a vocabulary review game tomorrow. Mr. Ramos will keep this list of words on the board throughout the week and encourage students to use the words when they have discussions about the news reports and when they complete their upcoming letter-writing project.

The students will write a letter to an MP about water issues on First Nations reserves. Mr. Ramos will provide students with a letter template (including sentence frames for students who need that support). Students will use the writing process as they plan, draft, edit, and publish their letters and will incorporate the new vocabulary they learned within the letters. Mr. Ramos thinks that these letters would also provide a meaningful opportunity for students to learn about and use modal verbs (e.g., *should, could, must, would, may* . . .) in context. He will plan a grammar lesson about modal verbs and then students can apply what they learn when they write their letters.

Supporting Material

Text excerpt reproduced from *Nelson Social Studies 5: Canadian Government and Citizenship* by Cairo and Soncin, 2014, p. 72.

Undrinkable: First Nations Water Crisis [video]. Available online at CBC Curio (subscription required).

Truth and Reconciliation Commission of Canada: Calls to Action (Nos. 62, 63, 93), https://publications.gc.ca/collections/collection_2015/trc/IR4-8-2015-eng.pdf.

Academic Vocabulary Toolkit 1 by Kate Kinsella
Academic Vocabulary Toolkit 2 by Kate Kinsella

"Seven Fundamental Comprehension Processes" in *Developing Readers in the Academic Disciplines* by Doug Buehl, pp. 33–35.

Teach the Text Backwards: A Practical Framework Which Helps ESOL Students Understand Textbooks by Center for Applied Linguistics, 1998, http://archive.wceruw.org/ccvi/Staff/home/beglinger/prf/Teach%20the%20Text%20Backwards.pdf.

Vignette 6: Canadian Charter of Rights and Freedoms (EAL Stage 3)

Background

Mr. Bell teaches a Senior Years EAL course where most students are working within Stage 3. His students speak a variety of home languages, including Arabic, Spanish, Tigrinya, Tagalog, and Inuktitut.

Lesson Context

Most of the students in this class took the EAL Stage 2 course so they have some understanding of the *Canadian Charter of Rights and Freedoms*. The purpose of this lesson is to activate students' prior knowledge about the Canadian Charter and to engage students in an academic discussion where they will make personal connections to the rights and freedoms in the Charter.

Learning Targets

Big Idea:
Diversity and Belonging

Guiding Question:
What are the rights and responsibilities that I have as a person in Canada?

Lesson Goal:
Students will develop an understanding of the *Canadian Charter of Rights and Freedoms*.

"I Can" Statements:
Stage 3:

- I can understand longer and more complex conversations, the main points, and some details of short, oral presentations or discussions.
- I can ask for and provide detailed information using longer and more complex speech.
- I can communicate appropriately with others during longer and more complex social and academic interactions with some ease.
- I can analyze concepts with classmates with an awareness of diverse backgrounds and perspectives.
- I can demonstrate knowledge of key facts and concepts related to Canada's land and people.

Global Competencies:

✓ Collaboration
✓ Communication
❑ Creativity
✓ Connecting to Self
✓ Citizenship
✓ Critical Thinking

Lesson Excerpts

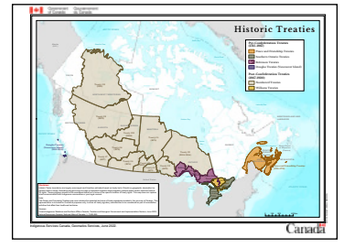
To introduce the *Canadian Charter of Human Rights and Freedoms*, the students' learning will be activated by going on a "gallery walk" within their classroom, viewing images associated with the Charter (e.g., fundamental freedoms, democratic rights, mobility rights, legal rights, equality rights, language rights, treaty rights, etc . . .). Mr. Bell has posted photographs on the walls that are arranged in groups (two or three related photographs per group).

Sample images:

(equality)

(voting and government)

(peaceful assembly)



(treaty map)*

(free speech)

The students move around the classroom, on their own, simply looking at the pictures. After a few minutes, they are encouraged to discuss what the pictures may represent with a partner. Then Mr. Bell brings the students together for a class discussion:

> **Mr. Bell:** What can you tell me about some of the visuals you just looked at?
>
> **Ali:** Some were about religion, law.
>
> **Tomas:** I think it's about Canada. I saw the government building in Ottawa and Indigenous people.
>
> **Steph:** Is it about diversity? I notice many different people.
>
> **Mr. Bell:** Those ideas all connect to today's lesson. Today we are going to review the *Canadian Charter of Rights and Freedoms*, which most of you started to learn about last semester. As we review some of the rights and freedoms Canadians have, I also want you to think about the connections you can make to your own experiences and the previous communities you have lived in.

* **Treaty Map by Government of Canada:** Reproduced from https://rcaanc-cirnac.gc.ca/eng/1605796533652/1605796625692#sec3 under the terms for non-commercial reproduction cited therein.

Next, Mr. Bell asks the students to look at the photographs again and independently record their ideas on a handout. Since there are a few students who did not previously learn about the *Canadian Charter of Rights and Freedoms*, he also provides a word bank to assist students as they record their ideas (vote, election, religion, court, lawyer, protest, government, equality, etc . . .).

Gallery Walk: Rights and Freedoms		
Group of images	How do these images connect to the *Canadian Charter of Rights and Freedoms*?	How is this similar or different to my previous home community and personal experience?
1		
2		
3		
4		
5		
6		
7		
8		

After about 15 minutes, Mr. Bell organizes the class into groups of three students so they can have an academic conversation about their ideas from the gallery walk. Mr. Bell's students have been practising having academic conversations throughout the semester so they are familiar with using the following chart:

Academic Conversation Prompts

In *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings*, authors Jeff Zwiers and Marie Crawford proposed using various prompts to try to elicit responses from students. The following table provides some examples of prompts that might be used and the subsequent responses to be expected.

Prompt	Response
Elaborate and clarify What do you think? What do you mean by . . . ? Can you tell me more about . . . ? I wonder about . . . . What is your idea?	I think it means that . . . I believe that . . . This might be about . . . .
Support ideas with examples Can you give an example from the text? What is an example from your experience? What is the evidence for . . . ? Can you explain that idea more?	For example, ... In my experience, ... According to . . . .
Build on or challenge an idea Do you agree? What are other ideas? How does that connect to . . . ?	To support _____'s idea, ... I agree with . . . . I would add that . . . . This reminds me of . . . . Another way to look at this could be . . . . I disagree with _____ because . . . . I understood that differently. I think . . . .
Paraphrase and synthesize Was that clear? What have we discussed so far?	So, you are saying that . . . We can say that . . .

Mr. Bell circulates around the room to listen to the students' discussions and help them use the prompts to develop their ideas. He stops to listen to Tomas, Ali, and Steph.

> **Tomas:** Steph, what do you think for number one?
>
> **Steph:** Umm . . . [looking at the chart] This might be about . . . religion. I saw a church and other religion buildings too. Tomas, do you agree?
>
> **Tomas:** Yes, I think this one is religion . . . I would add that . . . in Canada have many religion. This is different from my home. In Mexico almost all people are Catholic. Ali . . . how is this similar or different in your home community?
>
> **Ali:** In my experience, the people of my country are Muslim, but there are two group of Muslim. Sometimes this makes fighting between people.
>
> **Steph:** . . . [looking at the chart] What have we discussed so far?
>
> **Tomas:** We can say that in Canada it's okay to be your religion. All religions are respect. In some other place it's different.
>
> **Ali:** I disagree with all religion respect in Canada. It's good to respect the religions. But sometimes I hear about people not respecting Muslims. It's dis . . . disc . . .
>
> **Mr. Bell:** I think the word you're looking for is "discrimination," Ali. You've raised a really important point. Sometimes certain people in Canada are treated unfairly, even though we have the *Charter of Rights and Freedoms*. We're going to talk more about that issue throughout this week.
>
> **Steph:** Ali, what is your idea about number two? . . .

This group continues their discussion and Mr. Bell goes to listen to another group discuss the Canadian Charter and their personal connections.

To end the class, Mr. Bell asks his students to write about the following:

1. Describe the rights and freedoms that are in the Canadian Charter.
2. Why is the Canadian Charter important?

Teacher Reflection and Next Steps

Mr. Bell looks at the writing his students did at the end of class and remembers what he heard during their discussions. Most of the students know the basic ideas from the Canadian Charter, but they need to learn more specific vocabulary to describe their understanding. He also notices that there are some ideas students wrote that he will need to clarify in upcoming lessons.

In the following lessons, the students will read texts and watch videos to develop their understanding. One of the videos that Mr. Bell wants to show is fast-paced, so when he shows it he will break it into smaller chunks and pause for class discussion several times. Students will read some excerpts of the Canadian Charter in English, and Mr. Bell will also show students that the Charter is available in multiple languages.

While students read and view multiple texts, students will be asked to make note of key vocabulary related to their study of the *Canadian Charter of Rights and Freedoms*. Mr. Bell will start a word bank on the board (of general academic and content-area vocabulary) that the class will build on during the next several lessons (including words such as *right, freedom, charter, access, deny, prohibit, discrimination, exclude, amendment, infringe upon, fundamental,* etc.).

Although many of Mr. Bell's Stage 3 students are now relying less on using their first language to learn content, he does recognize that the vocabulary and ideas within this topic are sophisticated, so he will encourage them to translate specific words to help with their understanding when necessary.

As a culminating activity for this topic, the students will analyze some human rights issues that are currently in the news using teacher-provided materials. Mr. Bell noticed the personal connections students made during today's academic conversations and will continue to listen to their discussions over the next few classes so he can choose materials that are interesting and relevant to the students.

Supporting Materials:

Canadian Charter of Rights and Freedoms
www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccdl/

Canadian Charter of Rights and Freedoms in Multiple Languages
https://open.canada.ca/data/en/dataset/06d31e10-a2a8-4d53-9ff3-567714a0a9f3

Canadian Museum for Human Rights
https://humanrights.ca/story/a-canadian-flag-for-equality

The Charter of Rights and Freedoms by Springtide
www.youtube.com/watch?v=YAIM1qzO9_w

Introduction to the Canadian Charter of Rights and Freedoms by Department of Justice, Canada
www.youtube.com/watch?v=UX99jxbAhHQ

Dreams of Freedom by Amnesty International UK

Because I Am a Girl: I Can Change the World by Rosemary McCarney.

Canada Close-up: Canadian Government by Elizabeth MacLeod

Canada's Heroes of Human Rights by Carla Peck et al.

Active Citizenship by Carla Peck et al.

Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings by Jeff Zwiers and Marie Crawford

Vignette 7: Comparing School Experiences (EAL Stage 1/EAL Stage 2/EAL Stage 3)

Background

This class is a combined class of 19 students from various stages of language learning, including five students who are working within Stage 1, eight students working within Stage 2, and six students working within Stage 3. The students' home languages include Arabic, Spanish, Twi, Tigrinya, Japanese, Korean, and Vietnamese. The students have all attended school in other countries prior to their arrival in Canada.

Lesson Context

Prior to this lesson on comparing students' school experiences, students presented information about their food and cultural celebrations to the class with comparisons to Canadian culture and food. Students gained experience using *PowerPoint* during that project.

Today's lesson is an introduction to a new photo essay project about school experiences, and the unit will last a further one to two weeks. Ms. Sleeva is completing this lesson after students have already been attending school in Canada for several months (or longer) so students have had many opportunities to observe and learn about their current school. In this project, students will have the opportunity to review using *PowerPoint*.

Ms. Sleeva knows that she will need to adjust the expectations and support for the students in her class who are within different stages of language learning, and she has already thought about how to do this. The Stage 1 students will write simple sentences to describe their photos. The Stage 2 students will write compound sentences (using *than*, *but*, and *because*) to describe their photos. The Stage 3 students will write multi-sentence descriptions for their photos that include more detailed and complex sentences (including some other conjunctions).

Learning Targets

Big Idea:
Identity and Culture

Guiding Question:
How are my home culture and previous life experiences valuable?

Lesson Goal:
Students will compare their school experiences in Canada and another community.

"I Can" Statements:

Stage 1:

- I can understand spoken words, phrases, and simple sentences or questions.
- I can share basic information using spoken words, phrases, and simple sentences.
- I can write words and simple sentences.
- I can complete foundational academic tasks.
- I can learn and use simple strategies to understand English.

Stage 2:

- I can understand simple conversations and the main points of short oral presentations and discussions.
- I can ask for and provide information using comprehensible spoken sentences.
- I can give short oral presentations.
- I can write simple and compound sentences.
- I can complete simple academic tasks.
- I can learn and use a variety of simple strategies to understand English.

Stage 3:

- I can understand longer and more complex conversations and the main points and some details of short oral presentations and discussions.
- I can ask for and provide detailed information using longer and more complex speech.
- I can give short prepared or spontaneous oral presentations.
- I can write simple, compound, and complex sentences.
- I can complete various academic tasks.
- I can learn and use a variety of strategies to understand English.

Global Competencies:

✓ Collaboration
✓ Communication
❑ Creativity
✓ Connecting to Self
❑ Citizenship
✓ Critical Thinking

Lesson Excerpt

On the board, Ms. Sleeva writes the content goal and language goal for the lesson. They are written with simple vocabulary and explained for the Stages 1 and 2 students. She writes:

Content Goal: Comparing school in Canada to the school you went to in your previous country.

Language Goal: Learning to use "than," "but," and "because." She also writes three sample sentences using the words "than," "but," and "because."

Ms. Sleeva speaks slowly and pauses between concepts to allow the Stage 1 and 2 students to have a better opportunity to process the information. Ms. Sleeva also uses gestures or points to pictures that help to explain the information for the lesson.

> **Ms. Sleeva:** Today, we will be starting a new lesson on comparing schools . . . [Ms. Sleeva points to pictures of schools she has pinned to the board before class] . . . between Canada . . . . [Ms. Sleeva points to Canada on the world map] . . . and the previous school you went to in your country of origin or another country. [Ms. Sleeva points to other countries that are pinned on the map] "Origin" means "start" or "begin." If you lived in Mexico for the first 10 years of your life, it was your country of origin. "Previous" means "before" and maybe you moved to the USA before moving to Canada. Some of you might have gone to school in two countries, so you will choose one that you remember the most to compare. If you don't remember your previous school, then you will find pictures of a school in another country to compare. We will also be learning to use "than" and "but" to compare schools.

Ms. Sleeva points to the two example sentences on the board using "than" and "but" and reads them aloud.

> **Ms. Sleeva:** We can use the words "than" and "but" to show how things are different. Also, we will be using the word "because" to explain our ideas.

She points to the sentence example using "because" and reads it aloud. Then she shows a *OneNote* collaboration page on the board for sharing ideas.

> **Ms. Sleeva:** Now let's start with your ideas. You can type your answer and I will read your answer, or you can type your answer and read it to the class. Here is the question: "What do you like about this school?"

For the students in Stage 1, it is sometimes difficult for them to share answers orally. Therefore, Ms. Sleeva uses *OneNote* to allow students to type their answers to share and allows a long wait time for students to form their answers. There is a student in the silent

period who would benefit the most from this scaffold, as the student can participate even though they do not yet feel comfortable answering orally. The Stage 3 students may type a basic answer on *OneNote*; however, Ms. Sleeva expects them to elaborate on their ideas as they give their answer orally.

> **Ms. Sleeva**: Who would like to read their answers to the class?

Jose, a Stage 3 student, and Jiwoo, a Stage 1 student, put up their hands to share their answers orally.

> **Jose (Stage 3 student)**: I like the gym because my other school did not have Phys. Ed. class indoors, and my favourite class is Phys. Ed. because I really like football, but not American football, but the one you call soccer here in Canada.
>
> **Ms. Sleeva**: Thank you, Jose. Jiwoo, would you like to share?
>
> **Jiwoo (Stage 1 student)**: I like to food class go.
>
> **Ms. Sleeva**: Yes, Jiwoo, everyone likes to go to foods class because you get to cook your own food and eat it. Yum. [Ms. Sleeva makes a gesture like she just enjoyed a delicious meal.]

Other students also give their answer orally. Ms. Sleeva reads the answer for the Stage 1 student who is not comfortable to share orally to the class.

> **Ms. Sleeva**: Thank you everyone for sharing your answers. Let's look at a picture of a school and guess where this school is located. In what country is this school located?

Ms. Sleeva projects a picture of a school and lets the students look at it for 40 seconds.

> **Ms. Sleeva**: Where is this school located? If you think you know, put up your hand.

Many hands went up as students felt comfortable to name a country.

> **Abdul (Stage 1 student)**: J-j-a-pan. [Abdul yawns a bit.]
>
> **Ms. Sleeva**: Are you "taban" today?

Ms. Sleeva knows that "taban" means "tired" in Syrian Arabic. She likes to create community and connection by saying words in the students' home languages. This allows the students to feel more at ease in the room. Ms. Sleeva knows that using an English-only policy causes Stages 1 and 2 students to feel anxious, and that language processing using home languages can accelerate learning of new words.

> **Abdul:** Yes, Ms. Sleeva, I am tired today.

Ms. Sleeva points to the next student to answer.

> **Anh (Stage 1 student):** Nigeria.
>
> **Maria (Stage 3 student):** Mexico.
>
> **Ms. Sleeva**: Okay, who do you think is right? Let's look at some clues. The school in the picture has a large building. The trees are palm trees, and there is some writing on the school. [Ms. Sleeva zooms in on the writing.] What country is this writing from?
>
> **Jiwoo**: China.
>
> **Ms. Sleeva**: Yes, Jiwoo. Can you read any of the writing?
>
> **Jiwoo**: No. I before see.

Jiwoo structures her sentences like her home language, Korean, and it will take some time and practice to structure her sentences in English.

> **Ms. Sleeva**: Oh, you have seen this writing before and know what language it is. Good job. This school is in China. Now, let's compare the school in the picture to the school in Canada. What is different?
>
> **Jose**: It is bigger than this school because lots of students go to school there.
>
> **Anh**: It look warm . . . Canada . . . not warm.
>
> **Ms. Sleeva:** How do you know it is warm?
>
> **Fatimah (Stage 2 student)**: Because there are plum trees. [Fatimah mistakes the word "plum tree" for "palm tree."]
>
> **Ms. Sleeva**: Yes, there are palm trees in the picture [she points to the palm trees], and they grow in warm places. [Ms. Sleeva corrects Fatimah's pronunciation by repeating the correct word.]
>
> **Fatimah**: We have palm tree in my country.

Next, Ms. Sleeva shows the assignment on the board and explains it to the class. Students also have their own paper copy so they can translate unknown words.

School in Different Countries Project

Create a photo essay using *PowerPoint* to show the differences between school in Canada and your previous school. If you attended more than one school, choose the school you know the most information about. This project will require research to find pictures or examples that show the differences.

You will need to write a sentence for each slide comparing this school to your previous school.

Examples:

This school is ***bigger than*** *my school in Mexico.*

My school in Mexico was small, ***but*** *the building was new.*

You can also explain why you like certain things in each school and tell us why.

Example:

I like the lunchroom in my school now, ***because*** *I can buy a delicious lunch.*

Possible ideas for your slides:

- the clothes/uniform students wear
- hours for the school day
- subjects learned
- how the school looks
- technology and resources (laptops, textbooks, etc.)

Ms. Sleeva: So, we are going to work on making a *PowerPoint* comparing our school now to our previous school. You will include pictures showing this school and your previous school. You will also write sentences to compare your school in Canada to the school you went to before. Before we begin, do you have any questions?

> **Fatimah:** What is previous?

Using the whiteboard, Ms. Sleeva illustrates and explains the word. Even though the word came up earlier in the lesson, Ms. Sleeva knows that it could take up to 20 times of use before a student will remember new vocabulary, so she patiently explains the word. She asks students to think of an example using the word in a sentence. Jose puts up his hand to share.

> **Jose:** My previous teacher for English was Mr. Yurkiw.

> **Ms. Sleeva:** Yes, that is great. Okay, let's get to work finding pictures related to our previous schools.

Teacher Reflection and Next Steps

In the next class, Ms. Sleeva will show a sample photo essay of the school she went to as a child compared to the school she works in now. She will include slides that show the different expectations she has for students in each stage of language learning. Stages 1 and 2 students will be given sentence frames to make simple and compound sentences. Ms. Sleeva expects the Stage 3 students to create their own sentences and to write more detailed information than the Stages 1 and 2 students. She will extend the Stage 3 students' learning by providing them with sentence frames using more complex conjunctions (e.g., *however, since, similarly*) and explaining how to use those new words. Ms. Sleeva will also review basic sentence structure with all students as needed and help students edit their written work.

Students will present their photo essays by reading them aloud to multiple partners. Ms. Sleeva oftens uses a partner rotation strategy for speaking activities. Each student spends more time speaking when they are with a partner than they would during a whole-class discussion. Students feel more comfortable speaking to a partner than they would presenting in front of the class. Also, when students share information with several partners, they have the opportunity to practise similar language multiple times, which helps to develop fluency. There is one student in this class who is in the silent period, so they will not read their project aloud but they will participate by listening to others during the partner rotation.

Ms. Sleeva would also like to do another project this semester related to identity, stereotypes, and perceptions. Students create a visual representation of their identity using a small box. On the outside of the box, students would represent how they think people see them, including stereotypes. Inside the box, students represent who they really are and what others may not see. Students can bring special items from home, such as photographs or mementos. They will either do an oral presentation or gallery walk during class. Ms. Sleeva will wait until the end of the semester before considering this project. She knows it will be important to have a strong sense of community and trust within the classroom so students feel safe to share their ideas. Ms. Sleeva will differentiate for the different language levels in her class. Stage 1 students will label the items on and in their boxes with words and simple

sentences; Stage 2 students will write several sentences; and Stage 3 students will write a short paragraph about their identity.

In order to accommodate the varying language development needs of the Stages 1, 2, and 3 students who are in her class, Ms. Sleeva structures her class to include both whole-class work (such as the Comparing Schools project) as well as 20 to 30 minutes of independent and/or small-group work each day that is targeted toward specific language structures, vocabulary, and skills. When Ms. Sleeva works with a group of Stage 1 learners, they practise tasks together such as using phonics to decode words, reading sight words and simple sentences, and learning basic vocabulary to meet their everyday needs. When Ms. Sleeva works with the Stages 2 or 3 learners, they practise reading aloud from and discussing a variety of texts. There are a variety of centres around the room for students to engage in independently or with a partner, including levelled reading, online vocabulary flashcards, information gap activities (for speaking/listening practice), discussion prompts, and writing prompts. Each centre has resources that are appropriate for different language levels. Since this is a regular routine in her class, students know what is expected during independent/small group work time, and they usually get to work quickly on their tasks.

Supporting Material

Photos of Schools around the World, retrieved from www.theguardian.com/world/gallery/2015/oct/02/schools-around-the-world-un-world-teachers-day-in-pictures

Suggested Topics, Learning Experiences, and Resources for the Big Ideas

In this section, a curated list of suggested topics, learning experiences, and resources is included for each big idea. The information is organized based on Stages 1, 2, or 3 so that teachers can choose based on the credit that students are working on and/or their students' needs.

Suggested Topics: These topics are identified in the strands of the EAL Framework and are meant to be a list of possible choices. Teachers are encouraged to include most of the items that are identified for Stage 1 and then to choose based on student need in Stages 2 and 3. In each topic, teachers are encouraged to revisit ideas from Stage 1 if students have a critical gap in knowledge; however, teachers are not required to teach every topic in these detailed lists.

Suggested Learning Experiences: This list of suggested learning experiences is meant to be a starting point for teachers as they are planning for teaching and learning for these EAL credits. It is not meant to be a prescriptive or exhaustive list, so teachers can also use learning experiences that they have already developed that match a big idea and the corresponding guiding questions.

Within the lists, there are also links to explanations online for specific teaching strategies that are commonly used in EAL classes, such as Picture Word Inductive Model and Narrow Reading. Most strategies are only listed under one big idea; however, students will benefit if teachers reuse these strategies throughout the course. Intentional use of these strategies can create a richer language learning experience.

As well, there are ideas for learning experiences in each list for all three of the recommended phases of learning from Manitoba Education and Early Childhood Learning:

- Activating (preparing for learning), which includes making connections to background knowledge, stimulating curiosity, and recognizing gaps in knowledge
- Acquiring (or integrating and processing learning), which includes learning information and practising new language learning
- Applying (or consolidating learning), which includes applying learning to new situations and/or creating an original text

Within an EAL classroom context, teachers would incorporate appropriate scaffolding into their plan for each of these three phases of learning. As well, the phases of learning may take more than one class period within a teaching and learning sequence. For example, teachers might spend two whole classes on the activating phase, such as activating prior knowledge of a concept in a discussion and written brainstorm in one class, and then introducing key vocabulary from a text and having students use the vocabulary in questions and answers based on personal experiences in the next class. In subsequent lessons students would study a text for the acquiring phase, with the teacher modelling and students using various learning strategies on chunks of the text. Lastly, students might be asked to create a text in the applying phase, and it might take three to five classes for students to draft, edit with feedback, and write their best draft.

Suggested Resources: These resources are recommended for teachers to consider as texts for students to study within their EAL classroom. Teachers are not expected to use every resource that is listed. These texts are also useful as exemplar texts to demonstrate the characteristics that are appropriate for learners in each language learning stage, so teachers can judge other texts against them.

Analyzing Resources: Teachers will need to choose other texts to study based on their students' interests or needs within the big ideas and "I can" statements. Often these texts will include academic language, and therefore teachers will need to spend time both analyzing the text and determining which features of the text they will teach in order to enhance students' understanding of academic language. The following chart, created by Staehr Fenner and Snyder, presents a series of questions that teachers can use to determine potential challenges at the word, sentence, discourse, and sociocultural levels.

Awareness-Building Questions	Text Info Yes/No	Example(s) Found in Text	Teach This Feature? Yes/No
Vocabulary (Word Level)			
Are there everyday **Tier 1 words** (e.g., cat) that may be unfamiliar to students?	Yes/No		
Are there general academic **Tier 2 words** (e.g., analyze or describe) that may be unfamiliar?	Yes/No		
Are there **Tier 3 words** specific to the content you're teaching that may be unfamiliar?	Yes/No		
Does the vocabulary in the text lend itself to any **mini lessons on word-learning strategies** (e.g., words with multiple meanings, determining meaning of words in context, or affixes)?	Yes/No		
Grammar or Syntax (Sentence Level)			
Are there aspects of **grammar** (e.g., clauses, verb tense, or interrogatives) that may be challenging for MLs?	Yes/No		
Is there any **syntax** (arrangement of words and phrases) that might be confusing?	Yes/No		
Are there any **conventions** that may be new or confusing (e.g., punctuation, spelling, etc.)?	Yes/No		

Awareness-Building Questions	Text Info Yes/No	Example(s) Found in Text	Teach This Feature? Yes/No
Organization (Discourse Level)			
What is the **type of text** (e.g., lab report or blog post)?			
How is the text **organized or structured** (e.g., description or cause and effect)?			
How do the ideas **hang together cohesively**?			
Are there any **markers of sequence or relationships** between ideas (e.g., in addition or likewise)?	Yes/No		
What is the **purpose of the text** (e.g., to persuade or to inform)?			
Sociocultural Level			
Does the text assume any **experience**, **background knowledge**, and/or **awareness** for students to understand it?	Yes/No		
Could students' first **language and/or home culture** impact their understanding of the text?	Yes/No		

Checklist for Increasing Academic Language Awareness by Diane Staehr Fenner and Sydney Snyder (2017). © SupportEd. All rights reserved.

Big Idea: Identity and Culture

Students will deepen their understanding of their evolving identity as plurilingual learners within a new culture.

Guiding Questions:

- Who am I, and what has shaped my identity?
- Who do I want to be? (How do our identities change in new environments?)
- How are my home culture and previous life experiences valuable?
- How can I use my strengths as a plurilingual learner to learn English?

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Topics *Choose from the following list of topics based on students' needs and interests.*	Students will explore their personal and cultural identity through the following *suggested* topics: Basic Interpersonal Communication Skills (BICS): • People around me: greetings; basic personal information; family • People and their physical characteristics: the human body, basic health, simple personal actions; clothing, colours, common emotions • Activities: foods and meals; favourite pastimes, leisure, celebrations – personal and cultural	Students will explore their personal and cultural identity through any of the following *suggested* topics: Expansion of BICS topics introduced in Stage 1, plus the following: • People around me: personality traits; friendships; relationships • Personal interests: music genres; sports; artists; musical instruments; fashions and fads; performing and visual arts; story telling • Future goals and plans (personal and academic) • Impact of home culture on identity and values	Students will explore their personal and cultural identity through the following *suggested* topics: Expansion of BICS topics introduced in Stages 1 and 2, plus the following: • Analyzing aspects of identity based on personal experience • Analyzing aspects of culture based on personal experience • Being a plurilingual learner • Future goals and plans (personal and academic)

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Learning Experiences *Choose from the following learning experiences and/or use ones you have developed that focus on this big idea and the guiding questions. Please design lessons or sequences of lessons that use the activating, acquiring, and applying structure. Students often need ample time and multiple exposures to new concepts and language in all three phases of this structure.*	Interview a partner using teacher-provided questions, focusing on identity and culture (e.g., "What is your name?" "What languages do you speak?" . . .). Introduce each other. Participate in a learning circle; ask and answer simple questions. Show other students how to write and say your name in your language. Participate in a "find someone who . . ." activity (using taught vocabulary, given question frames). Use the structure of the "Where I'm From" poem by George Ella Lyon and ask students to write a sentence about their home country. (See Learning Resources at the end of this section.) Teach vocabulary related to the suggested topics using realia, visuals, and gestures. Create word walls or personal dictionaries that organize vocabulary by topic. Sort taught vocabulary words according to topic. Play Pictionary or charades using taught vocabulary. Read and view multiple texts about identity and culture that contain taught vocabulary and simple sentences, supported by visuals and patterned text. Create an identity Medicine Wheel (using words and visuals) to respond to Murray Sinclair's four questions. (See Learning Resources at the end of this section.) Create an identity mind map (using words and visuals). Create a photo essay to share an element of their culture (e.g., food item, celebration).	Interview a partner using teacher-provided questions focusing on identity and culture (e.g., "What do you like to do for fun?" . . .). Introduce each other. Share ideas related to identity and culture in a learning circle. Discuss the personal significance of names. Participate in a "find someone who . . ." activity (using known vocabulary, given question frames). Write a stanza of a poem inspired by the poem "Where I'm From" by George Ella Lyon. (See Learning Resources at the end of this section.) Teach vocabulary related to the suggested topics using realia, visuals, gestures, and simple explanations. Create word walls or personal dictionaries that organize vocabulary by topic. Sort taught vocabulary words into groups and explain your thinking for the groups. Use an organizer to record information about new vocabulary, such as the four-corner chart. (See Learning Resources at the end of this section.) Read and view multiple texts about identity and culture (such as simple stories or informational texts) that contain several interrelated ideas, simple and compound sentences, and a greater variety of vocabulary, supported by some visuals. Create a short video that answers Murray Sinclair's four questions. (See Learning Resources at the end of this section.) Set personal goals using the Medicine Wheel goal-setting activity. Create a photo essay comparing personal experiences in Canada and in respective home country, and share with classmates.	Interview a partner using provided questions focusing on identity and culture (e.g., "What are your hopes for the future? . . ."). Introduce each other. Share stories related to identity and culture in a learning circle. Discuss the cultural significance of names. Participate in a "find someone who . . ." activity (students also ask follow-up questions). Write a stanza of a poem inspired by the poem "Where I'm From" by George Ella Lyon. (See Learning Resources at the end of this section.) Teach general academic vocabulary that is found in texts students will read using effective vocabulary instruction strategies. Kinsella describes several of these at http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf. Read and view multiple longer, straightforward texts about identity and culture (such as memoirs or articles) that include some complex sentences and academic vocabulary, supported by a few visuals. Model and have students practise reading strategies that help them better comprehend a text (before, during, and after reading). For examples and helpful classroom posters, read "Think Literacy: Cross-Curricular Approaches, Grades 7–12". (See Learning Resources at the end of this section.) Write a personal response after reading or viewing a text. Write a personal essay that answers Murray Sinclair's four questions. (See Learning Resources at the end of this section.) Set personal goals using the Medicine Wheel goal-setting activity. Write a memoir about identity or culture using the writing process.

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Learning Resources *Choose from the following resources and/or find others that focus on this big idea and the guiding questions and are suitable to the students' stage of language learning.*	**Murray Sinclair's Four Questions:** "Where do I come from? Where am I going? Why am I here? Who am I?" www.cbc.ca/radio/thenextchapter/full-episode-july-31-2021-1.5806723/why-senator-murray-sinclair-has-decided-it-s-time-to-share-his-story-and-write-a-memoir-1.5806728 **"Where I'm From"** by George Ella Lyon (poem). Reproduced from www.georgeellalyon.com/where.html. **Personal Identity diagram:** See *Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, Version 1.0 (Senior Years)* by Manitoba Education, p. 16. **"Find Someone Who . . ."** *The Art of Teaching Speaking*. University of Michigan, 2006. (PDF) www.press.umich.edu/pdf/0472031651-sample.pdf **Ellii (formerly ESL Library):** Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required) **Levelling Resources:** Reading A–Z offers thousands of teacher materials for effective reading instruction. www.readinga-z.com/ (subscription required)	**Murray Sinclair's Four Questions:** "Where do I come from? Where am I going? Why am I here? Who am I?" www.cbc.ca/radio/thenextchapter/full-episode-july-31-2021-1.5806723/why-senator-murray-sinclair-has-decided-it-s-time-to-share-his-story-and-write-a-memoir-1.5806728 **"Where I'm From"** by George Ella Lyon (poem). Reproduced from www.georgeellalyon.com/where.html. **Personal Identity diagram:** See *Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, Version 1.0 (Senior Years)* by Manitoba Education, p. 16. **Breakaway:** A film by Robert Lieberman (2011). https://canfilmday.ca/film/breakaway/ **"Find Someone Who . . ."** *The Art of Teaching Speaking*. University of Michigan, 2006. (PDF) www.press.umich.edu/pdf/0472031651-sample.pdf **Newcomer student stories,** such as the TEAL Manitoba Student Showcase publications. http://tealmanitoba.org/publications **Our New Home: Immigrant Children Speak** edited by Emily Hearn and Marywinn Milne **Growing Together** by Carman Agra Deedy www.youtube.com/watch?v=1Q0QHMRB0g0 **All Creation Represented: A Child's Guide to the Medicine Wheel** by Joyce Lynn Perreault **"Medicine Wheel Goal Setting"** by Christine M'Lot (Youtube mini-series). www.youtube.com/watch?v=Z1IOLDTJGJk **Ellii (formerly ESL Library):** Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required) **Levelling Resources:** Reading A–Z offers thousands of teacher materials for effective reading instruction. www.readinga-z.com/ (subscription required)	**Murray Sinclair's Four Questions:** "Where do I come from? Where am I going? Why am I here? Who am I?" www.cbc.ca/radio/thenextchapter/full-episode-july-31-2021-1.5806723/why-senator-murray-sinclair-has-decided-it-s-time-to-share-his-story-and-write-a-memoir-1.5806728 **"Where I'm From"** by George Ella Lyon (poem). Reproduced from www.georgeellalyon.com/where.html. **Personal Identity diagram:** See *Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, Version 1.0 (Senior Years)* by Manitoba Education, p. 16. **"Find Someone Who . . ."** *The Art of Teaching Speaking*. University of Michigan, 2006. (PDF) www.press.umich.edu/pdf/0472031651-sample.pdf **Newcomer student stories,** such as the TEAL Manitoba Student Showcase publications. http://tealmanitoba.org/publications **"My Name"** in *The House on Mango Street* by Sandra Cisneros **"Call me Ka'nhehsí:io: Why I am reclaiming my Kanien'kéha name"** by Ka'nhehsí:io Deer, September 21, 2020, CBC News **"Fish Cheeks"** by Amy Tan This story is about a 14-year-old Chinese girl who learns to be proud of her identity. www.whsd.k12.pa.us/userfiles/1751/classes/12208/fish-cheeks-ws.pdf **"Speechless"** by Maria Fernanda Benavides, 2019, *The New York Times Learning Network*. https://int.nyt.com/data/documenttools/speechless-personal-narrative-winner/f57fed78b9ff5a22/full.pdf **Tales from Big Spirit Series** by David Robertson (graphic novel) **All Creation Represented: A Child's Guide to the Medicine Wheel** by Joyce Lynn Perreault **"I am"** Poem in *Red Rising* magazine's Education Issue **"Medicine Wheel Goal Setting"** by Christine M'Lot (Youtube mini-series). www.youtube.com/watch?v=Z1IOLDTJGJk **Ellii (formerly ESL Library):** Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required) **Levelling Resources:** Reading A–Z offers thousands of teacher materials for effective reading instruction. www.readinga-z.com/ (subscription required)

Big Idea: : Daily Life

Students will develop the knowledge they need to participate in a meaningful way in daily life at home, at school, and in the community.

Guiding Questions:

- What do I need to know to navigate daily life in my community?
- What do I need to know to navigate daily life in my school?
- How can I make choices that lead to well-being and resilience?

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Topics *Choose from the following list of topics based on students' needs and interests.*	Students will develop an understanding of the new environment they are in, including any of the following *suggested* topics: • Weather and seasons: clothing, safety, activities • Classroom and school: school supplies, simple actions/routines, school schedules and subjects, basic math words, building facilities, classroom furnishings, safety/health, assignments • Community: safety (e.g., crossing road, signage), addresses, public places, public transportation, directions, essential shopping, transportation, household furnishings and objects • Seven Sacred Teachings • Mental well-being: participating in hobbies or clubs • Technology: computer terms/hardware, Internet terms, online safety (e.g., sharing appropriate photos) • Workplace: occupations, places of employment and duties, simple actions/routines • Other topics determined by student need/interest	Students will develop an understanding of the new environment they are in, including any of the following *suggested* topics: Review of Stage 1 topics as needed, plus the following: • Classroom and school: report cards, email or call regarding an absence, study skills, educational requirements, graduation, educational institutions, extracurricular and volunteer activities, clubs, teams, field trips, school events • Community: places and transportation, making appointments, driving/map reading, stores and restaurants, shopping, organizations and agencies, activities, sports and exercise, vacation and travel, community clubs, sports facilities, recreation programs, medical services • Seven Sacred Teachings • Mental well-being: Adjusting to a new community/culture • Technology: protecting personal privacy (e.g., online identity, banking information, scams, passwords, consent) • Workplace: workplace routines/greetings, workplace interactions, basic workplace safety and rights, applying for essential documents • Content-area concepts, such as terms common in ELA (character, setting, conflict), science (hypothesis, method, results), etc. • Other topics determined by student need/interest	Students will develop an understanding of the new environment they are in, including any of the following *suggested* topics: Review of Stages 1 and 2 topics as needed, plus the following: • Classroom and school: time management, post-secondary planning, bursaries and scholarships, career planning • Seven Sacred Teachings • Mental well-being: stress management, sleep • Technology: digital literacy, evaluate credibility of online sources, misinformation and disinformation • Workplace: resumé and cover letter, job interview, community resources, workers' rights and responsibilities • Content-area concepts, such as terms common in ELA (prediction, foreshadowing, theme), science issues research (environment, climate, health), historical thinking (change and continuity, ethical dimensions, significance), etc. • Other topics determined by student need/interest

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Learning Experiences *Choose from the following learning experiences and/or use ones you have developed that fit with this big idea and the guiding questions. Please design lessons or sequences of lessons that use the activating, acquiring, and applying structure. Students often need ample time and multiple exposures to new concepts and language in all three phases of this structure.*	Develop language about daily life using the picture word inductive model: • Show a picture of a detailed scene. • Label key vocabulary. • Discuss what is happening in the picture. • Make an organized list of key vocabulary in the picture (e.g., noun/verb, who?/what?, word structure). • Write simple sentences about the picture. (See Learning Resources at the end of this section.) Develop language about daily life using the Language Experience Approach: • Participate in a shared activity (e.g., going tobogganing, taking the bus, visit to a place in the community) and take photos. • Discuss photos from the shared activity and build vocabulary. • Write simple sentences about the photos from a shared activity. (See Learning Resources at the end of this section.) Label everyday objects in the classroom and at home using sticky notes. Rehearse various conversations (e.g., ordering at a restaurant, greeting a teacher, answering the phone . . .). Read and view multiple texts about daily life that contain taught vocabulary and simple sentences, supported by visuals and patterned text. Ask and answer simple questions about daily life with a partner (e.g., "What did you eat for breakfast?" "Who is your math teacher?" . . .). Learn the meaning of signs in the community and school (e.g., crosswalk, bus stop, stop sign, washrooms . . .). Create a Day in My School Life photo book to share with parents that includes pictures and simple sentences. Create a photo essay (one sentence per picture) to show how you live by each of the seven teachings (I show courage when . . . I show respect when . . .). Complete an application form (e.g., library card, sports registration form . . .).	Picture word inductive model: • Show a picture of a detailed scene. • Label key vocabulary. • Discuss what is happening in the picture. • Make an organized list of key vocabulary in the picture (e.g., noun/verb/adjective, who?/what?, word structure). • Write simple and compound sentences about the picture. (See Learning Resources at the end of this section.) Language Experience Approach: • Participate in a shared activity (e.g., school event, field trip . . .) and take photos. • Discuss photos from the shared activity and build vocabulary. • Write simple and compound sentences about the photos from a shared activity. (See Learning Resources at the end of this section.) Brainstorm current situations causing difficulty or questions students have about daily life. Develop a script for a conversation as per student request (e.g., booking an appointment . . .). Read and view multiple texts about daily life (such as simple informational texts) that contain several interrelated ideas, simple and compound sentences, and a greater variety of vocabulary, supported by some visuals. Have a conversation with a partner (e.g., "What did you do on the weekend?" "What are you learning in your classes at school?"). Learn and apply strategies to study vocabulary and information based on the six strategies for effective learning by the Learning Scientists. (See Learning Resources at the end of this section.) Create a photobook (multiple sentences per page) to show how you live by each of the seven teachings (I show courage when . . . I show respect when . . .). Write an email to inquire about local services. Complete a science experiment and write a simple lab report using a template and sentence frames. Complete a graphic organizer (character, setting, conflict) after reading a story.	Brainstorm current situations causing difficulty or questions students have about daily life. Rehearse a conversation as per student request (e.g., inquiring about post-secondary information…). Read and view multiple longer, straightforward texts about daily life (such as TED Talks or articles) that include some complex sentences and academic vocabulary, supported by a few visuals. Write a cover letter and resumé, and practise answering job interview questions. Write a reflection that shows how students live by each of the Seven Teachings. Practise using learning strategies and learn key vocabulary that is needed in content-area classes. Write a paragraph to describe the traits of a character in literature using an organizational structure such as IPE (idea, proof, explanation). Read a news article about a current, local environmental issue and write a summary (include a topic sentence, use formal language). Watch TED Talks with advice for mental well-being and analyze the credibility of the information and the speaker. Summarize the key ideas and then reflect on the ideas that are and are not useful currently. Learn and apply the six strategies for effective learning by the Learning Scientists to learn new concepts and vocabulary . (See Learning Resources at the end of this section.) Reflect on which strategies they prefer for different content areas.

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Learning Experiences *(continued)*	Write a short letter to a family member (by completing a template that contains sentence frames) about a day at school, address the envelope and put it in the mailbox (e.g., My math teacher is _____, My favourite class is _____, My friends are _____ . . . .). Complete a partner drawing activity to review shapes (circle, square, rectangle, triangle…) and prepositions of location (on, under, in, beside . . .) • one partner describes a picture that contains shapes • the other partner draws the picture based on the information received Use a map of the school or neighbourhood to ask questions and give directions (e.g., "Where is the library?" "It is beside . . . ., go up the stairs . . ., turn left . . . ..").		
Learning Resources *Choose from the following resources and/or find others that focus on this big idea and the guiding questions and are suitable to the students' stage of language learning.*	**Realia:** This can include bus schedules/Navigo, store flyers/online ordering, local application forms, etc. **Bow Valley College Literacy Readers:** These useful readers can be accessed at https://globalaccess.bowvalleycollege.ca/learners/readers.php. ***Ventures Level 1 Student's Book:*** This resource by Gretchen Bitterlin, Dennis Johnson, Donna Price, and Sylvia Ramirez has 10 units with six lessons each, based on relevant themes. There is also a workbook available with an audio CD. ***Oxford Picture Dictionary:*** This is an illustrated, theme-based dictionary for second-language learners written by Jayme Adelson-Goldstein and Norma Shapiro. **Ellii (formerly ESL Library):** Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required) **Levelling Resources:** Reading A–Z offers thousands of teacher materials for effective reading instruction. www.readinga-z.com/ (subscription required)	**Realia:** This can include bus schedules/Navigo, store flyers/online ordering, local application forms, etc. **Six Strategies for Effective Learning:** The Learning Scientists offer these downloadable infographics categorized by the following strategies: spaced practice, retrieval practice, elaboration, interleaving, concrete examples, and dual coding. www.learningscientists.org/downloadable-materials ***The Seven Teachings Stories:*** This series by Katherena Vermette provides valuable cultural lessons that share Indigenous traditional knowledge and worldviews and address important topics like the residential school system. **Ellii (formerly ESL Library):** Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required) **Levelling Resources:** Reading A–Z offers thousands of teacher materials for effective reading instruction. www.readinga-z.com/ (subscription required)	**Newcomers Employment and Education Development Services (N.E.E.D.S.) Inc.:** N.E.E.D.S. is a non-profit, charitable organization that offers newcomer children, youth, and their families education, employment, mentorship, and recreation programming to help them integrate into Canadian life. https://needsinc.ca/ **Family Dynamics Community Settlement Program:** This program offers free support to all newcomers who are permanent residents residing in the south/south west part of Winnipeg. https://familydynamics.ca/services/neighbourhood-immigrant-settlement-workers/ **Manitoba Employment Standards:** Manitoba's employment standards help employees and employers understand their rights and responsibilities in the workplace. www.gov.mb.ca/labour/standards/index.html ***The Seven Teachings Stories:*** This series by Katherena Vermette provides valuable cultural lessons that share Indigenous traditional knowledge and worldviews and address important topics like the residential school system. **TED Talk Series:** "Sleeping with Science" by Matt Walker, July 2020 (Season 1) www.ted.com/series/sleeping_with_science

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Learning Resources *(continued)*			**Understanding Your Brain to Help You Learn Better:** This article by Jérémie Blanchette Sarrasin, Lorie-Marlène Brault Foisy, Geneviève Allaire-Duquette, and Steve Masson helps students understand how the brain works so that they can improve their own learning. https://kids.frontiersin.org/articles/10.3389/frym.2020.00054 **Six Strategies for Effective Learning:** The Learning Scientists offer these downloadable infographics categorized by the following strategies: spaced practice, retrieval practice, elaboration, interleaving, concrete examples, and dual coding. www.learningscientists.org/downloadable-materials **Ellii (formerly ESL Library):** Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required) **Levelling Resources:** Reading A–Z offers thousands of teacher materials for effective reading instruction. www.readinga-z.com/ (subscription required) **What in the World? Level 1:** This current events resource for Canadian students in Grades 5 through 7 is designed to enhance students' understanding of and interest in current Canadian and international events and issues. www.lesplan.com/publications/what-world (subscription required)

Big Idea: : Diversity and Belonging

Students will broaden their understanding of diversity within local and global communities.

Guiding Questions:

- Which communities am I a part of?
- Why is diversity important? What are its benefits and challenges?
- What are the rights and responsibilities that I have as a person in Canada?

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Topics *Choose from the following list of topics based on students' needs and interests.*	Students will develop an understanding of their role within a diverse society through the following *suggested* topics: • Explore diversity within the class community, the school, and Canada • Share cultural celebrations	Students will develop an understanding of their role within a diverse society through the following *suggested* topics: Expansion of Stage 1 topics, plus the following: • Indigenous cultures and perspectives (e.g., languages, traditional territories…) • *Canadian Charter of Rights and Freedoms* • Stereotyping and prejudice, discrimination	Students will develop an understanding of their role within a diverse society through the following *suggested* topics: Expansion of Stages 1 and 2 topics, plus the following: • Similarities and differences in cultural values at a societal level • Canadian laws/values (e.g., diversity, inclusion . . .) • Human rights issues in Canada (e.g., anti-racism . . .) • Global human rights issues (e.g., fair trade)
Learning Experiences *Choose from the following learning experiences and/or use ones you have developed that fit with this big idea and the guiding questions. Please design lessons or sequences of lessons that use the activating, acquiring, and applying structure. Students often need ample time and multiple exposures to new concepts and language in all three phases of this structure.*	Participate in team-building or ice-breaker activities with classmates. Brainstorm a list of connections/similarities and differences among classmates. Volunteer in the community (e.g., food bank or community garden). Participate in experiences that develop classroom community (e.g., sports, games, potluck meal, music . . .). Learn respectful words to describe people (related to diverse identities), including differentiating polite from impolite words when referring to different groups of people. Read and view multiple texts about diversity and belonging that contain taught vocabulary and simple sentences, supported by visuals and patterned text. Provide texts that represent a range of diverse identities including gender, ability, culture, religion, sexual orientation . . . . Take a community walk and have students describe what they see. Create a classroom mural (e.g., the word *welcome* in students' languages, artwork or photos of students' home countries . . .).	Prompt students to tell stories about their prior experiences and to compare their home culture to culture in Canada. Model how to use a Venn diagram by comparing two school classes (like phys. ed. and math). Students then use a Venn diagram to record the differences and similarities between their home country's culture and culture in Canada. Volunteer in the community (e.g., food bank or community garden). Introduce the idea that culture is what appears normal to a person, and analyze how we learn about culture by comparing everyday aspects of culture, such as how people from different countries pronounce the sounds that animals make (see link to video in Resources list) and photos that show what a typical family eats in a week in different countries (see link to article in Resources list). Have students write compare-and-contrast statements based on the photos. Create a gallery walk of images related to the *Canadian Charter of Rights and Freedoms* and use them for a partner discussion. Brainstorm a list of questions that students have about human rights in Canada based on the images in the gallery walk.	Teach the analogy of culture being an iceberg (see link to exemplar in Resources list). Model how to brainstorm a cultural iceberg based on Canadian school culture. Independently, students create a cultural iceberg for their country's school culture. Extension: Create a bulletin board with an iceberg on Canadian culture (focus on what is hidden). Volunteer in the community (e.g., food bank or community garden). Create a gallery walk of images related to the *Canadian Charter of Rights and Freedoms* and use them for a partner discussion. Record opinion on an anticipation guide with five statements on human rights and the *Canadian Charter of Rights and Freedoms* (e.g., rights are protected in Canada at all times). Discuss why they agree or disagree. Revisit the statements at the end of the unit to see whether their opinions have changed. Participate in, attend, view, or learn about a community event (e.g., Indigenous Powwow, multicultural celebration, Special Olympics, Pride event . . .) and write a personal response. Teach some key vocabulary that is in the texts students will read and view, including general academic vocabulary and relevant content-area vocabulary.

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Learning Experiences *(continued)*	Participate in, attend, view, or learn about a community event (e.g., Indigenous Powwow, multicultural celebration, Special Olympics, Pride event . . .) and use the Language Experience Approach to write simple sentences ("I went to . . .," "I saw . . .")	Have students interview an adult about human rights in Canada using a provided structure. Model how to start and end the interview. Brainstorm three questions to ask. Edit the draft to create a final interview script. Students conduct the interview outside of class and record it to share in class. Participate in, attend, view, or learn about a community event (e.g., Indigenous Powwow, multicultural celebration, Special Olympics, Pride event . . .) and write a personal response using sentence frames. Teach some key vocabulary that is in the texts students will read and view, including high-frequency general academic vocabulary and relevant content-area vocabulary. Read and view multiple texts about diversity and belonging (such as simple stories or informational texts) that contain several interrelated ideas, simple and compound sentences, and a greater variety of vocabulary, supported by some visuals. Provide texts that represent a range of diverse identities, including gender, ability, culture, religion, sexual orientation, etc. Take notes by summarizing a section of text or paraphrasing quotes. The "section shrink" strategy by Kate Kinsella is useful for notetaking from expository texts. (See Learning Resources at the end of this section.) Analyze the Perceptions art piece by KC Adams that juxtaposes a stereotype to how an Indigenous person sees themself (see link in Resources list). Have students create their own set of photos that show a stereotype of their culture and how they see themselves. Teach others how to do something from their home culture (e.g., dance, craft . . .). Focus on how to give feedback to others as they are trying something new and to give guidance politely. Write a simple personal response related to what students now understand about culture in Canada and what they are still wondering. Create a classroom charter of rights and responsibilities.	Read and view multiple longer, straightforward texts about diversity and belonging (such as memoirs or articles) that include some complex sentences and academic vocabulary, supported by a few visuals. Provide texts that represent a range of diverse identities including gender, ability, culture, religion, sexual orientation, etc. Determine the type of text and reading approach by using the "Wide-Angle Reading Frame" by J., Zwiers, O'Hara, S., Pritchard, R. (2014). Common Core Standards in Diverse Classrooms. Stenhouse Publishers: Portland, Maine. (See Learning Resources at the end of this section.) Take notes, such as highlighting quotes that are for or against an issue, or recording ideas on a Pro/Con graphic organizer or using any of the "Argumentation Activities" by Zwiers. (See Learning Resources at the end of this section.) Read newspaper articles that show two sides in a current human rights dispute that is connected to the Canadian Charter. Develop a set of criteria to analyze whether an individual or a collective right is most important in this circumstance in a group discussion. Visit the Canadian Museum for Human Rights (in person or virtually). Participate in an ethics bowl on a human rights issue using provided texts. Write a recommendation to the Human Rights Commission on a case study using provided texts. Write a reflection identifying the three most important ideas about human rights in Canada that the student believes every newcomer should know based on what was studied.
Learning Resources *Choose from the following resources and/or find others that focus on this big idea and the guiding questions and are suitable to the students' stage of language learning.*	***Our Changing Traditions (Grade 2):*** This resource by Mary Cairo and Luci Soncin, part of the Nelson Social Studies series, helps students develop the knowledge, skills and attitudes to encourage participation in their local and global communities.	**Bow Wow Meow Animal Sounds in Different Languages:** This YouTube video by amazingvideoshots demonstrates the various interpretations of animal noises found in different languages. www.youtube.com/watch?v=pPOugLGl6vc **Hungry Planet: What the World Eats:** This *Time* magazine photo essay by photographer Peter Menzel and writer Faith D'Aluisio documents what people eat in various cultures around the world. https://time.com/8515/what-the-world-eats-hungry-planet/	**The Cultural Iceberg:** This graphic explores the idea put forward by Edward T. Hall that culture was similar to an iceberg in that much of it is hidden below the surface. https://adeaconsmusing.ca/wp-content/uploads/2015/10/151015.ucc_.culture.iceberg.pdf **Should There Be More Boy Dolls?:** This resource for young learners explores a *New York Times* article by Caroline Crosson Gilpin and asks the question whether there should be more boy dolls. www.nytimes.com/2017/02/22/learning/should-there-be-more-boy-dolls.html

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Learning Resources *(continued)*		**Why Do You Think Stereotypes Are True?:** This video by Franchesca Ramsey, created for MTV News, discusses the common misconception that stereotypes are true. www.youtube.com/watch?v=D1-aSIUP4wM **Perceptions:** "Tired of reading negative and disparaging remarks directed at Indigenous people of Winnipeg in the press and social media, local artist KC Adams created a body of work that documents another perspective." www.kcadams.net/art/photography/PERCEPTION.html ***All Connected:*** This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., is a highly visual resource that helps students work independently and collaboratively. ***Communities in the Past:*** This Nelson Social Studies resource for Grade 3 by Mary Cairo and Luci Soncin helps students think about who they are, where they come from, and the world they live in. ***Canada's Heroes of Human Rights:*** This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., provides a history of Canadian human rights leaders. **Newsela:** Newsela provides levelled news articles so teachers can infuse media literacy lessons into the social studies classroom and beyond. https://newsela.com/	**What Does My Head Scarf Mean to You?:** In this TED Talk, Yassmin Abdel-Magied explores the first impressions people have of her, challenges us to look beyond our initial perceptions, and to open doors to new ways of supporting others. www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you?language=en andsubtitle=en **Living a Circular Life:** In this TED Talk, Cree hoop dancer Dallas Arcand explains how dancing in circles has taught him to find a healthy balance in life. Dallas also shares his culture and performs a special hoop dance to demonstrate this athletic and creative art form, which saved his life. www.youtube.com/watch?v=niRs_VIqzYU **Coming to Canada—The Courage to be Multicultural:** In this TED Talk, Truepayna Moo, who came to Canada when she was nine years old, explains how she came to understand how we all have struggles and it is not just newcomers who feel isolated, but all of us. To make multiculturalism work, we must learn from a young age to ask better questions, to listen, and to be okay when the answers are not what we're used to. www.youtube.com/watch?v=28cnj-PBbUo **First Encounters with Racism:** This *New York Times* article asks teenagers across the United States about their earliest experiences dealing with race, including what happened to them, how they reacted, and how the encounter changed them. www.nytimes.com/2017/08/02/us/first-encounters-with-racism.html ***A Long Walk to Water:*** This book by Linda Sue Park is a powerful tale of two Sudanese children who overcome mortal dangers to improve their lives and the lives of others. ***The Breadwinner:*** This book by Deborah Ellis tells the story of 11-year-old Parvana, who lives with her family in Kabul, Afghanistan's capital city. One day, Parvana's father is arrested for the crime of having a foreign education, and the family is left without someone who can earn money or shop for food. **Newsela:** Newsela provides levelled news articles so teachers can infuse media literacy lessons into the social studies classroom and beyond. https://newsela.com/ **What in the World? Level 1:** This current events resource for Canadian students in Grades 5 through 7 is designed to enhance students' understanding of and interest in current Canadian and international events and issues. www.lesplan.com/publications/what-world (subscription required)

Big Idea: : Canada (Land and People)

Students will develop the language, skills, and knowledge they need to participate as active citizens in contemporary Canadian society.

Guiding Questions:

- What do I need to know about Canada as a country to understand current events?
- How can I take an active role in the process of reconciliation with Indigenous Peoples of Canada?

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Topics *Choose from the following list of topics based on students' needs and interests.*	Students will develop their understanding of Canada's land and people through the following *suggested* topics: • symbols, animals, and plants • Manitoba places relevant to students • map of Canada (political boundaries) • basic landforms • aspects of Indigenous cultures • Significant events in the school community (e.g., Orange Shirt Day, Remembrance Day, Terry Fox Run . . .)	Students will develop their understanding of Canada's land and people through the following *suggested* topics: Expansion of topics introduced in Stage 1, plus the following: • Indigenous relationship to the land and worldview • introduction to key events in Canadian history • treaties • land acknowledgements • Canadian contributors relevant to student context (e.g., Louis Riel, Terry Fox . . .) • basic government structure (e.g., democracy, federal, provincial, municipal) • sustainability, natural resources, and industries (e.g., hydroelectricity, oil and gas, lumber, agriculture . . .)	Students will develop their understanding of Canada's land and people through the following suggested topics: Expansion of topics introduced in Stages 1 and 2, plus the following: • reconciliation (e.g., residential schools, clean water, Jordan's Principle . . .) • government structure (e.g., elections, political parties and platforms . . .)
Learning Experiences *Choose from the following learning experiences and/or use ones you have developed that fit with this big idea and the guiding questions. Please design lessons or sequences of lessons that use the activating, acquiring, and applying structure. Students often need ample time and multiple exposures to new concepts and language in all three phases of this structure.*	On a blank piece of paper, students draw an outline of the map of Canada. After sharing, compare drawn map to the current political map of Canada. Sort photos of symbols, animals, plants, and places from Canada and other countries. Learn about or experience an aspect of Indigenous cultures (drumming, hoop dance, …) Use a strategy called "Teach the Text Backwards" to develop key background knowledge before reading: • Participate in experiential learning or a hands-on activity related to the topic. • Discuss the topic, teach key vocabulary, and make connections to prior knowledge. • Preview the questions or assignment and set a purpose for reading. • Read the text. archive.wceruw.org/ccvi/Staff/home/beglinger/prf/Teach%20the%20Text%20Backwards.pdf	On a blank piece of paper, students draw an outline of the map of Canada. Label any provinces, territories, and cities they already know. After sharing, compare drawn map to the current political map of Canada. Compare political map to map of treaty territories. Sort examples of services by level of government (federal, provincial, municipal). Brainstorm questions about Canadian culture and/or events in the news. Use a strategy called "Teach the Text Backwards" to develop key background knowledge before reading: • Participate in experiential learning or a hands-on activity related to the topic. • Discuss the topic, teach key vocabulary, and make connections to prior knowledge. • Preview the questions or assignment and set a purpose for reading. • Read the text. archive.wceruw.org/ccvi/Staff/home/beglinger/prf/Teach%20the%20Text%20Backwards.pdf	On a blank piece of paper, students draw an outline of the map of Canada. Label any provinces, territories, and cities they already know. After sharing, compare drawn map to the current political map of Canada. Discuss map of Treaty territories. Brainstorm lists of services provided by different levels of government (federal, provincial, municipal). Brainstorm questions about Canadian culture and/or events in the news. Use a strategy called "Teach the Text Backwards" to develop key background knowledge before reading: • Participate in experiential learning or a hands-on activity related to the topic. • Discuss the topic, teach key vocabulary (focus on Tier 2 general academic words and necessary Tier 3 content area words), and make connections to prior knowledge. • Preview the questions or assignment and set a purpose for reading. • Read the text. archive.wceruw.org/ccvi/Staff/home/beglinger/prf/Teach%20the%20Text%20Backwards.pdf

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Learning Experiences *(continued)*	Read and view multiple texts about Canada's land and people that contain taught vocabulary and simple sentences, supported by visuals and patterned text. Use a shared reading strategy: • Introduce text. • Model fluent reading. • Read text together. • Discuss text. • Teach about some specific structures or grammar. • Repeat reading so students gain independence. https://fpblog.fountasandpinnell.com/what-is-shared-reading Use flashcard activities to learn and review new ideas (e.g., matching word and visual, matching province and capital city). Visit a local site that provides experiential learning (e.g., the Qaumajug at Winnipeg Art Gallery, Oak Hammock Marsh or FortWhyte Alive, Fort Dufferin, The Forks, Lower Fort Garry, Mennonite Heritage Village . . .). Locate your community on a treaty map of Canada. Create a large visual map of Canada on a bulletin board (cities, provinces, treaty land, resources, landforms, animals). Write simple sentences about the map. Make a *PowerPoint* organized into provinces and territories that includes labelled visuals of the ideas from the vocabulary (e.g., landforms, resources, animals . . .). Present to class or in a gallery walk.	Read and view multiple texts about Canada's land and people (such as simple stories or informational texts) that contain several interrelated ideas, simple and compound sentences, and a greater variety of vocabulary, supported by some visuals. Use the narrow reading approach to allow students to see the same ideas in texts with increasing complexity. This approach is explained by Kate Kinsella in the July 2018 edition of *Language* magazine: www.languagemagazine.com/2018/07/16/the-benefits-of-narrow-reading-units/ Take notes while reading or viewing a text (e.g., key ideas/my questions). Use flashcard activities to learn and review new vocabulary/concepts (e.g., matching word and definition). Visit a local site that provides experiential learning (e.g., the Qaumajug at Winnipeg Art Gallery, Oak Hammock Marsh or FortWhyte Alive, Fort Dufferin, The Forks, Lower Fort Garry, Mennonite Heritage Village . . .). Read my school's land acknowledgement and create an original land acknowledgement. Write compare and contrast paragraphs using sentence frames and organizers (e.g., different regions of Canada or Canada and home country). Present a short, structured biographical profile on a Canadian contributor based on a provided text (either as a full class presentation or in a gallery walk).	Read and view multiple longer, straightforward texts about Canada's land and people (such as textbook excerpts or videos) that include some complex sentences and academic vocabulary, supported by a few visuals. Use the narrow reading approach to allow students to see multiple perspectives and vocabulary reused. This approach is explained by Kate Kinsella in the July 2018 edition of *Language* magazine: www.languagemagazine.com/2018/07/16/the-benefits-of-narrow-reading-units/ Take notes while reading or viewing a text (e.g., summarizing different points of view, finding quotes that support ideas). Use flashcard activities to learn and review new vocabulary/concepts (e.g., asking and responding to questions with a partner). Visit a local site that provides experiential learning (e.g., the Qaumajug at Winnipeg Art Gallery, Oak Hammock Marsh or FortWhyte Alive, Fort Dufferin, The Forks, Lower Fort Garry, Mennonite Heritage Village . . .). Read my school's land acknowledgement and create an original land acknowledgement. Write a reflection comparing the government structure of Canada to their home country or community. After reading or viewing a text, have an academic conversation with a partner. Jeff Zwiers explains this approach: www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/5879/Accelerating%20Oral%20Language%20with%20Academic%20Conversations.pdf Write a letter to a politician with a recommendation for action based on information in a provided text or previously taught ideas. Write a research paragraph explaining an issue or a point of view on an issue. Include quoted and paraphrased information based on a provided text. Participate in a mock election or structured debate based on provided texts.
Learning Resources *Choose from the following resources and/or find others that focus on this big idea and the guiding questions and are suitable to the students' stage of language learning.*	**Over Canada—An Aerial Adventure:** This YouTube video is from an IMAX film directed by Gary McCartie that tours Canada from coast to coast through the air. www.youtube.com/watch?v=K9MkWiI8Tcc ***All Connected:*** This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., is a highly visual resource that helps students work independently and collaboratively.	**Over Canada—An Aerial Adventure:** This YouTube video is from an IMAX film directed by Gary McCartie that tours Canada from coast to coast through the air. www.youtube.com/watch?v=K9MkWiI8Tcc **The Levels of Government:** Student Vote created a series of videos to illustrate the basics of government and democracy, the right to vote, the three levels of government, and how the Canadian electoral system works. www.youtube.com/watch?v=7C8uDuhLqvg	**Our Electoral System and The Right to Vote:** Student Vote created a series of videos to illustrate the basics of government and democracy, the right to vote, the three levels of government, and how the Canadian electoral system works. Our Electoral System: www.youtube.com/watch?v=USK3Q4rsgnw The Right to Vote: www.youtube.com/watch?v=8AFU17NpVS4 ***Canada and the World:*** This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., helps students develop their knowledge of Canada in an international context.

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Learning Resources *(continued)*	***Political and Physical Regions of Canada:*** This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., helps students develop their knowledge of Canada's different regions and its geography. ***Scholastic Children's Atlas of Canada:*** This bright and colourful beginner's atlas by Scholastic Canada presents both topographical and political maps of each Canadian province and territory. **Whose Land:** "Whose Land is a web-based app that uses GIS technology to assist users in identifying Indigenous Nations, territories, and Indigenous communities across Canada." www.whose.land/en/ **Ellii (formerly ESL Library):** Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required)	***Canada's Regions (Grade 4):*** In this resource by Mary Cairo and Luci Soncin, students learn about the physical and political regions of Canada, and investigate and compare the regions' physical features and natural resources, as well as the major industries and social and cultural characteristics. ***Living and Working in Ontario (Grade 3):*** This resource by Mary Cairo and Luci Soncin guides students through the exciting world of social studies to help them learn to value the differences and similarities people share. ***Louis Riel:*** This book by Terry Barber, published by Grass Roots Press, explores the life of Louis Riel and how he has come to be regarded as a father of Confederation. ***Terry Fox:*** This book by Terry Barber provides a biography of Canadian hero Terry Fox, who embarked on his courageous Marathon of Hope across Canada to raise money for cancer research. ***First Peoples:*** This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., provides young learners with an overview of Canada's First Peoples. ***First Contact:*** This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., provides young learners with a history of colonialism in Canada. ***Events that Changed Canada:*** This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., provides an overview of significant events in Canada's history and how they shaped the nation into what it is today. ***Active Citizenship:*** This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., discusses the rights and responsibilities of being a citizen in Canada. **Treaty Tales:** This three-book series by the Manitoba First Nations Education Resource Centre (MFNERC) includes volume 1, The Handshake and the Pipe; volume 2, The Friendship; and volume 3, We Are All Treaty People. **Whose Land:** "Whose Land is a web-based app that uses GIS technology to assist users in identifying Indigenous Nations, territories, and Indigenous communities across Canada." www.whose.land/en/ **Ellii (formerly ESL Library):** Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required) **Newsela:** Newsela provides levelled news articles so teachers can infuse media literacy lessons into the social studies classroom and beyond. https://newsela.com/	***Canadian Government and Citizenship (Grade 5):*** This Nelson Social Studies resource by Mary Cairo and Luci Soncin outlines Canadian government and citizenship for Grade 5 learners. **Seterra:** Seterra provides fun quizzes to familiarize students with countries, Canadian provinces, Canadian capital cities, flags, rivers, lakes, and other notable geological features. www.seterra.com/ **What is Reconciliation?:** This video by CBC Kids News outlines for young learners the meaning of the term reconciliation. www.youtube.com/watch?v=WEj5vjc2EDk **Treaty Tales:** This three-book series by the Manitoba First Nations Education Resource Centre (MFNERC) includes volume 1, The Handshake and the Pipe; volume 2, The Friendship; and volume 3, We Are All Treaty People. ***Treaty Words—For as Long as the Rivers Flow:*** This book by Aimee Craft tells the story of Mishomis as he teaches his granddaughter about the treaties—the bonds that endure for as long as the sun shines, the grass grows, and the rivers flow. **Indigenous Life in Canada—Treaties:** This is a set of 32-page books written by Simon Rose for Grades 4 to 7 students that offers introductions to the history of Indigenous Peoples in Canada. **Whose Land:** "Whose Land is a web-based app that uses GIS technology to assist users in identifying Indigenous Nations, territories, and Indigenous communities across Canada." www.whose.land/en/ ***When We Play Our Drums, They Sing! / Lucy and Lola:*** These are two stories by Richard Van Camp, Monique Gray Smith, and Julie Flett. The first is the story of 12-year-old Dene Cho, who is angry that his people are losing their language, traditions, and ways of being. The second is the story of Lucy and Lola, who are 11-year-old twins who learn about their grandmother's residential school and ultimately discover what it means to be intergenerational survivors. **Ellii (formerly ESL Library):** Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required) **Newsela:** Newsela provides levelled news articles so teachers can infuse media literacy lessons into the social studies classroom and beyond. https://newsela.com/ **What in the World? Level 1:** This current events resource for Canadian students in Grades 5 through 7 is designed to enhance students' understanding of and interest in current Canadian and international events and issues. www.lesplan.com/publications/what-world (subscription required)

Placement Considerations and Assessment

Throughout the school year, teachers will need to consider students' learning and continually make decisions about next steps, including the following:

Sections

Placement Considerations for EAL Stage 1, EAL Stage 2, and EAL Stage 3	Since this guide encompasses three credits and language learning can be complex, guidelines are provided for deciding in which credit students should begin and for scheduling time for the credits.
Assessment	This section provides an explanation of how assessment is used to enhance learning within the classroom and how to determine when a student has earned a credit.

Placement Considerations for EAL Stage 1, EAL Stage 2, and EAL Stage 3

This curriculum guide addresses course content for EAL Stage 1, EAL Stage 2, and EAL Stage 3.

EAL Stage 1 is for learners working within Stage 1	EAL Stage 2 is for learners working within Stage 2	EAL Stage 3 is for learners working within Stage 3

Important Considerations

- Teachers can use the information about the student's English language skills from the *English as an Additional Language (EAL) Intake Process (Senior Years)* to determine in which credit new students should be registered.
- If a student is working within multiple stages at the same time, such as Stage 2 for Reading and Writing and Stage 3 for Listening and Speaking, they should be registered for the credit that is at the earlier language level (i.e., EAL Stage 2 for Stage 2).
- The skills, attitudes, strategies, and knowledge in the "I can" statements are all essential for future student success, so students should be given the opportunity to develop proficiency in them all before they progress to the next credit. Once students have demonstrated proficiency in approximately 80 per cent of the "I Can" statements in each domain, the credit would then be reported as Complete (CO) on their report card and transcript.
- These credits shall not be granted unless the student has studied the skills and knowledge of the credit in a Manitoba high school. For example, a new student who is in Stage 2 and starting in EAL Stage 2 would not be granted an EAL Stage 1 credit on their transcript. Instead, they would start in EAL Stage 2, and could earn the EAL Stage 2 and EAL Stage 3 credits.
- Students should only be registered in one of the EAL credits at a time. Students can continue to work to earn a credit longer than one semester. Conversely, if they have demonstrated the necessary skills and knowledge for a credit mid-semester, they can be awarded the credit and begin working on the next credit.
- Students should be registered in the credit for part of their day as a regular part of their high school schedule. The EAL credits are not meant to be a sheltered full-day program, so students should be registered in other high school courses simultaneously. However, at the teacher's discretion, students could have extra time allotted in their schedule to work on the skills within a single credit, especially for Stage 1 learners in the EAL Stage 1 credit.
- The three EAL credits are essential for student success in content-area courses but do not replace the required courses that students must complete for graduation. Therefore, students enrolled in EAL Stage 1, EAL Stage 2, and EAL Stage 3 will also take regular and/or E-designated courses for required credits.

Assessment

The Role of Assessment in Learning

The primary goal of assessment is to support and improve student learning. The continual assessment process of gathering evidence of student learning is integral to instruction and learning. When assessment information is used by students, teachers, and parents to inform next steps in teaching and learning, it can increase motivation, engagement, and student success. Meaningful, relevant, ongoing, and authentic assessment and evaluation are both directly connected to curricular strands and student learning; there is a clear alignment between what teachers teach and what teachers assess.

Using the "I Can" Statements Checklist

While teaching these credits, teachers should use the "I Can" Statements Checklist as the basis for all assessment, including the following:

Formative assessment	**Self-assessment**	**Summative assessment**
where teachers design learning opportunities and provide quality feedback (assessment *for* learning)	where students determine goals for language learning and reflect on their progress (assessment *as* learning)	where teachers evaluate a collection of evidence and determine future programming (assessment *of* learning)

As a Formative Assessment Tool (Assessment *for* Learning)

Formative assessment (assessment *for* learning) is "ongoing assessment information (what teachers see and hear) gathered during instruction to determine what students know and can do and to provide descriptive feedback to improve learning and inform teaching . . ." (Manitoba, 2008b, Glossary). Examples of formative assessment . . . in language learning are oral questioning, teacher observations, draft work, think-alouds, checklists, role-playing, learning logs, portfolio reviews, and reflections.

As they observe and collect data through formative assessments, teachers can use the descriptors in the "I Can" Statements Checklist to provide feedback on individual progress. Within the checklist, teachers can describe student proficiency for each "I can" statement at three benchmarks: beginning, developing, and proficient.

Teachers can use these benchmarks to give specific feedback on a student's current performance and to provide tips for how students can improve. Effective feedback includes three types of information for students, answering the questions:

1. "Where am I going? *Feed up*
2. How am I going to get there? *Feed back*
3. Where to next? *Feed forward*" (Hattie and Timperley, 2007)

This timely and carefully worded feedback is key to language development. Coelho urges educators to "remember that making errors is an important part of the language acquisition process" (p. 205). If teachers give feedback on every error that students make, it is overwhelming and may cause learners to stop taking risks with language. Thus, a teacher might notice many errors in a student's written text but will make a professional judgment by choosing one error to point out for student correction. Generally, choosing errors that interfere with meaning or are mentioned in the "I can" statements at the student's current language learning stage would be most beneficial.

Hattie, J., and H. Timperley. "The Power of Feedback," *Review of Educational Research* 77, 1 (2007): pp. 81–112. http://www.columbia.edu/~mvp19/ETF/Feedback.pdf

Coelho, Elizabeth. (2016). *Adding English: A Guide to Teaching in Multilingual Classrooms.* 2nd edition. University of Toronto Press. (ISBN 978-1-4875-2049-6)

As a Self-Assessment Tool (Assessment *as* Learning)

Assessment *as* learning refers to processes where students assess their own knowledge, skills, and learning strategies in order to develop their understanding and refine their learning strategies. Many of the examples of formative assessments for language learning work well for student self-assessments, such as checklists, learning logs, portfolio reviews. and reflections.

Students can use the "I can" expectations to reflect on their learning and to determine goals for their immediate language learning. Students can reflect on their progress in a conference with their teacher, in a pair discussion with a peer, or independently. Hattie (2020) advises that students need to ask themselves:

- "Where have I done well?
- Where can I improve?
- How do I improve?
- What can I do next?" (Hattie, 2020)

Assessment must focus on clear, manageable learning intentions and be conducted in a safe classroom climate that values risk-taking, eliminates threats, and enhances students' beliefs about themselves as learners. When students experience success and are part of collecting and communicating evidence of success in their learning, their motivation and willingness to persevere increases.

Hattie, John. (2020, October 9). Effective Feedback [Conference Presentation]. Seven Oaks School Division Virtual Divisional Inservice Day, Winnipeg, MB, Canada.

As a Summative Assessment Tool (Assessment *of* Learning)

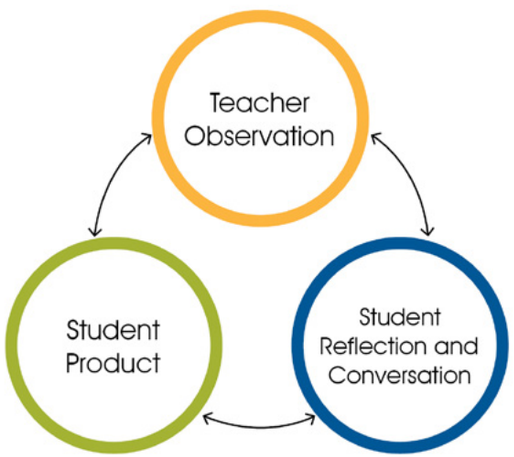
Assessment *of* learning evaluates whether or not students have met the goals or expectations of their individualized programs. It provides evidence of achievement to students, parents, and teachers.

When considering a midterm or end-of-term assessment of student learning, teachers can use triangulated data and a diverse collection of evidence to ensure that they are most accurately assessing student progress. They may choose to have students develop portfolios within the assessment process. Using the "I can" checklist, teachers will evaluate whether the student has met the expectations for the course and plan next steps with the student and their family.

Using Triangulated Data:

Whether conducting assessment *for* learning or assessment *of* learning, a teacher needs sufficient evidence of a student's mastery of language learning goals. Teachers can use a process known as triangulation of data to collect evidence of student learning using three different sources:

- teacher observations in class (in a variety of formal and informal situations)
- conversations with the student or student reflections (where the student shares their insights)
- student products (such as projects, tasks, tests, etc.)



Using a Diverse Collection of Evidence:

Teachers need to keep records that give them comprehensive information about student progress and that allow them easy access to the information they need to report on student progress. Such records could include any proof that demonstrates student progress towards achieving the "I can" statements, such as

- anecdotal and/or descriptive records, including peer or teacher observation forms
- dated, and perhaps annotated, collections of student work, including student writing
- lists of books read by students, perhaps with teacher annotations about students' reading or comprehension of the text
- video or audio recordings of students during activities or in conference situations
- checklists of specific vocabulary
- student reflections and self-assessment

The records kept should combine to form a comprehensive set of cumulative information that can be used for subsequent reporting. Teachers could also develop their own assessment resources or record keeping to suit their style of working, planning, and reporting.

Using Student Portfolios for Assessment:

Portfolios provide an excellent assessment tool for both students and teachers to document EAL competencies and proficiencies. They allow students to demonstrate growth experienced through the semester with richer, more illuminating evidence. By collecting student samples over a period of time and analyzing the evidence collected, students and teachers can gain a better understanding of how well students are progressing, and they can identify strengths and successes as well as learning gaps or areas where students need to improve.

Portfolios developed with EAL students should include a variety of work, including both oral and written texts the student has created in the form of audio and video recordings, multimedia texts, and print texts. Materials gathered in the portfolio should reflect the EAL learning expectations that have guided instruction and learning for that period of time. It is important that students have a voice in deciding which elements of their work they may wish to include in the portfolio. Students should be given an opportunity to reflect on their choices and the progress they see. Since the use of portfolios may be a new experience for many EAL students, appropriate and outstanding exemplars will be helpful.

Deciding on Next Steps in Student Learning:

Once the evidence of learning is collected, the student's progress should be evaluated based on the "I can" statements. The descriptors in the "I can" statements are written as end-of-stage learning goals. These goals are summative descriptions of learning; a student must demonstrate the skill consistently in different contexts over time before it can be said that they achieved a particular learning goal.

> In order to earn a credit, students should demonstrate competence in all of the "I can" statements pertaining to the particular stage (Stage 1 for EAL Stage 1, Stage 2 for EAL Stage 2, and Stage 3 for EAL Stage 3).

Often teachers will determine that students can currently demonstrate most of the skills within one stage, such as mainly working in Stage 1 or Stage 3, and thus the majority of the "I can" statements that are appropriate for their immediate language learning needs are in one credit. At the same time, it is important to note that language learning is fluid and individual.

Students may demonstrate different proficiencies for receptive and productive uses of language (e.g., listening/reading and speaking/writing). Students might be working on "I can" statements that are from different credits at the same time, such as practising the "I can" statements for speaking in Stage 3, while focusing on the "I can" statements for reading in Stage 2. As much as possible, teachers should facilitate opportunities that allow students to work on the statements that reflect the stage they are in for each of the seven distinct aspects of the "I can" checklist.

The EAL Intake Process will determine the stage of the student's English language skills. The skills delineated in the "I can" statements are foundational so students need to gain proficiency in them all. At the same time, teachers can use discretion about the amount of time that students spend working on each credit. If a student is able to demonstrate competence in all of the statements prior to the end of the semester, the credit could be granted and they could start working on the "I can" statements for the credit at the next stage. However, if students need more than one semester to learn the skills within their current stage, they should be given more time to continue working and developing. Therefore, students may progress to a subsequent course at different times throughout the school year based on individual progress.

Teachers should communicate openly and frequently with students' families so that the families have a clear understanding of both the student's current progress and that language learning can take a significant amount of time. It can be misleading since students often learn conversational English more quickly. Generally, a student may take up to two years to develop social language proficiency, but it may take a student up to seven years to develop grade-level academic proficiency. Both the student and their family need to understand that it takes much more time to gain academic fluency, and that this academic fluency is essential for success in post-secondary courses and workplaces. If students spend more time on these foundational skills in high school it will lead to greater success overall in the future.

Quick Overview of Assessment for EAL Stage 1/EAL Stage 2/EAL Stage 3

- Enroll students in the credit that has the earliest stage of "I can" statements that they are working on (based on the EAL Intake Process).
- The "I can" checklist can be used as both a formative and summative assessment tool, using it both to plan learning experiences and to give feedback on student progress.
- Assess students individually, recognizing that they may be working on "I can" statements that are in different stages across the domains.
- Engage students in using the "I can" checklist to self-reflect and set personal goals.
- Triangulate data to collect ample evidence of student learning.
- Consider granting the credit once a student has demonstrated proficiency in the "I can" statements across different contexts or in multiple learning activities.
- Allow students to continue in a credit for more than one semester or to start the next credit at different times throughout the school year based on their individual progress.
- Ensure that families understand their student's current stage and goals for their language learning, including the extended time needed to develop academic language.

Appendix

"I Can" Statements Checklist (student version)

Domain	**EAL Stage 1** (Stage 1)	**EAL Stage 2** (Stage 2)	**EAL Stage 3** (Stage 3)
	In Stage 1, students are learning to use words, short phrases, and memorized expressions to communicate in structured and familiar contexts. They are beginning to read and produce short, simple texts based on previously taught language, with a focus on learning the vocabulary needed for daily life. Students will make frequent errors that may impede meaning. Students require extensive support to learn language, including visual aids (gestures, pictures, realia, etc.), repetition, copying, modelling, and using their home language.	In Stage 2, students are learning to use short phrases and sentences to communicate clearly in routine personal and classroom interactions. They are learning to read simple texts containing several connected ideas, produce comprehensible written sentences, and use some academic language to complete school tasks. As students explore new English language structures and vocabulary, they will make frequent errors that may impede meaning. Students require comprehensive support to learn language, including visual aids (gestures, pictures, realia, etc.), organizers (sentence frames, note-taking frames, etc.) and using their home language.	In Stage 3, students are learning to communicate clearly in a variety of familiar and unfamiliar social and classroom contexts that are longer and more complex. They are learning to read and produce texts of several paragraphs that use more complex structures and vocabulary. As students experiment with more complex language, errors are expected. Students require intentional support to learn language, which may include visual aids (pictures, realia, etc.), organizers (templates, note-taking frames, etc.), and exemplars (text forms, presentations, etc.).
Domain 1: Linguistic Competency Listening	• I can understand spoken words, phrases, and simple sentences or questions. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can understand simple conversations and the main points of short oral presentations and discussions. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can understand longer and more complex conversations, including the main points, and some details of short oral presentations or discussions. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**
Domain 1: Linguistic Competency Speaking	• I can mimic English pronunciation and intonation. • I can share basic information using spoken words, phrases, and simple sentences. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can pronounce frequently used words with developing accuracy and use basic intonation patterns. • I can ask for and provide information using comprehensible spoken sentences. • I can give short oral presentations. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can pronounce most English sounds comprehensibly and use intonation to communicate meaning. • I can ask for and provide detailed information using longer and more complex speech. • I can give short prepared or spontaneous oral presentations. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**
Domain 1: Linguistic Competency Reading	• I can name the letters of the English alphabet and use their sounds to decode simple written words. • I can read basic sight words. • I can recognize basic text characteristics and use them when reading. • I can use some simple reading strategies to understand a text. • I can understand the meaning of written words and simple sentences. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can decode familiar written words fluently and new words with developing independence. • I can use text characteristics to read with some fluency. • I can use a variety of simple reading strategies to understand a text. • I can understand the main ideas of simple texts containing several interrelated ideas. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can decode most written words consistently and independently. • I can use text characteristics to read with developing fluency and intonation. • I can use a variety of reading strategies based on the type of text. • I can understand the main idea and some details of longer, straightforward narrative and informational texts. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**

Domain	**EAL Stage 1** (Stage 1)	**EAL Stage 2** (Stage 2)	**EAL Stage 3** (Stage 3)
Domain 1: Linguistic Competency Writing	• I can write the letters of the English alphabet and copy words and short sentences accurately. • I can write using basic text characteristics. • I can write words and simple sentences. • I can learn some simple grammar and punctuation rules and use them when I write. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can write simple and compound sentences. • I can produce simple, comprehensible texts containing several interrelated ideas. • I can write texts for different purposes. • I can learn a range of simple grammar and punctuation rules and use them when I write. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can write simple, compound, and complex sentences. • I can produce organized texts of several paragraphs. • I can write texts for different purposes and explain the writing choices that fit with my purpose. • I can learn basic grammar and punctuation rules and use them when I write. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**
Domain 2: Contextual Applications	• I can learn basic vocabulary and use the words in familiar spoken and written contexts. • I can communicate appropriately with others about everyday and classroom topics. • I can complete foundational academic tasks. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can learn new vocabulary and use the words in familiar social and academic contexts. • I can communicate appropriately with others during routine interactions without undue difficulty. • I can complete simple academic tasks. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can learn new specialized and abstract vocabulary and use the words in a variety of social and academic contexts. • I can communicate appropriately with others during longer and more complex social and academic interactions with some ease. • I can complete various academic tasks. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**
Domain 3: Intercultural Competency and Global Citizenship	• I can demonstrate knowledge of a few basic facts or words related to Canada's land and people. • I can participate in class and school activities to learn about diversity. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can demonstrate knowledge of key facts and basic vocabulary related to Canada's land and people. • I can share information and collaborate with classmates from diverse backgrounds. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can demonstrate knowledge of key facts and concepts related to Canada's land and people. • I can analyze concepts with classmates with an awareness of diverse backgrounds and perspectives. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**
Domain 4: Strategic Competency	• I can learn and use simple strategies to understand English. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can learn and use a variety of simple strategies to understand English. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**	• I can learn and use a variety of strategies to understand English. ❑ **Beginning** ❑ **Developing** ❑ **Proficient**

Acknowledgements:

Many statements, wording, and examples from the clusters and strands within the four domains come from the EAL Framework (Manitoba Education, 2021).

Pembina Trails School Division Curriculum and Learning Services Department, SY EAL Continuum of Language Acquisition and Student Learning Outcomes (organizational structure, some statements, wording, and examples supported the development of the "I Can" Statements Checklist).

References

Abdel-Magied, Yassmin. "What does my head scarf mean to you?" *TED Talk*, 2015, www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you?language=en andsubtitle=en. Accessed 24 Nov. 2022.

Amazingvideoshots. *Bow Wow Meow Animal Sounds in Different Languages*. YouTube.com, 2013, www.youtube.com/watch?v=pPOugLGl6vc. Accessed 24 Nov. 2022.

Amnesty International UK. *Dreams of Freedom*. Amnesty International, 2015.

Angelo, Will. *Canada (Level J Levelled Book)*. "Learning A-Z," www.readinga-z.com (subscription required). Accessed 24 Nov. 2022.

Arcand, Dallas. "Living a Circular Life." *TED Talk*, 2014, www.youtube.com/watch?v=niRs_VlqzYU. Accessed 24 Nov. 2022.

Bailey, A. L. "Academic English." *Encyclopedia of Diversity in Education,* edited by J. Banks, Sage, 2012.

Barber, Terry. *Louis Riel.* Grass Roots Press, 2006.

———. *Terry Fox.* Grass Roots Press, 2012.

Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Bringing Words to Life: Robust Vocabulary Instruction.* The Guildford Press, 2002.

BOLD Realities, TakingITGlobal, and Canadian Roots Exchange. *Map of Treaty Areas.* Whose Land, 2022, www.whose.land/en/. Accessed 24 Nov. 2022.

Buehl, Doug. "Seven Fundamental Comprehension Processes" *Developing Readers in the Academic Disciplines,* Stenhouse Publishers, 2017, pp. 33–35.

Cairo, Mary, and Luci Soncin. *Canada's Regions (Grade 4).* Nelson, 2014.

———. *Canadian Government and Citizenship.* Nelson, 2014.

———. *Our Changing Traditions (Grade 2).* Nelson Education, 2016.

Cairo, Mary. *Living and Working in Ontario (Grade 3).* Nelson, 2015.

Canadian Heritage. *Canadian Charter of Rights and Freedoms in Various Languages.* Government of Canada, 2022, https://open.canada.ca/data/en/dataset/06d31e10-a2a8-4d53-9ff3-567714a0a9f3. Accessed 24 Nov. 2022.

CBC Kids News. *What is Reconciliation?* YouTube.com, 2021, www.youtube.com/watch?v=WEj5vjc2EDk. Accessed 24 Nov. 2022.

CBC News. *Undrinkable: First Nations Water Crisis* [video]. CBC Curio, 2017 (subscription required), https://media.curio.ca/filer_public/16/63/166331d4-e2b1-467b-a912-ea28904d4fc2/nir1704watercrisis.pdf. Accessed 24 Nov. 2022.

Center for Applied Lingusitics. "Teach the Text Backwards: A Practical Framework Which Helps ESOL Students Understand Textbooks." *From Theory to Practice*. Center for Applied Lingustics, 1998, http://archive.wceruw.org/ccvi/Staff/home/beglinger/prf/Teach%20the%20Text%20Backwards.pdf. Accessed 24 Nov. 2022.

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

Courcelles, Rémi. *Preserving a Symbol of Canada's Human Rights History.* Canadian Museum for Human Rights, n.d., https://humanrights.ca/story/a-canadian-flag-for-equality. Accessed 24 Nov. 2022.

Coxhead, Averil. *The Academic Word List.* Victoria University of Wellington, n.d., www.wgtn.ac.nz/lals/resources/academicwordlist. Accessed 24 Nov. 2022.

Craft, Aimee. *Treaty Words: For as Long as the Rivers Flow.* Annick Press, 2021.

Crosson Gilpin, Caroline. "Should there be more boy dolls?" *New York Times,* February 22, 2017, www.nytimes.com/2017/02/22/learning/should-there-be-more-boy-dolls.html. Accessed 24 Nov. 2022.

Dea, Richard. "The Cultural Iceberg." *A Deacon's Musing*, 2015, https://adeaconsmusing.ca/wp-content/uploads/2015/10/151015.ucc_.culture.iceberg.pdf. Accessed 24 Nov. 2022.

Deerchild, Rosanna, host. "This Place: 150 Years Retold Podcast." CBC Listen, www.cbc.ca/listen/cbc-podcasts/1020-this-place?cmp=DM_SEM_Listen_Titles. Accessed 24 Nov. 2022.

Department of Justice Canada. *Introduction to the Canadian Charter of Rights and Freedoms.* YouTube.com, 2017, www.youtube.com/watch?v=UX99jxbAhHQ. Accessed 24 Nov. 2022.

Ellis, Deborah. *The Breadwinner.* Groundwood Books, 2001.

Fountas and Pinnell Literacy Team. "What is Shared Reading?" *Fountas and Pinnell Literacy Blog*, 2019, https://fpblog.fountasandpinnell.com/what-is-shared-reading. Accessed 24 Nov. 2022.

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

Government of Canada. *Canadian Charter of Rights and Freedoms*. Government of Canada, 2022, www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccdl/. Accessed 24 Nov. 2022.

Government of Manitoba. *Mamahtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework*. Manitoba Education and Early Child Learning, Indigenous Inclusion Directorate. 2022, www.edu.gov.mb.ca/iid/index.html. Accessed 24 Nov. 2022.

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

Hattie, John, and H. Timperley. "The Power of Feedback." *Review of Educational Research*, vol. 77, no. 1, 2007, pps. 81–112, www.columbia.edu/~mvp19/ETF/Feedback.pdf. Accessed 24 Nov. 2022.

Hattie, John. "Effective Feedback" [conference presentation]. Seven Oaks School Division Virtual Divisional In-Service Day, Winnipeg, MB, Canada, October 9, 2020.

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

Kaskens, Anne-Marie. *A Beginning Look at Canada*. Pearson ERPI, 2017.

KC Adams. "Perceptions." *www.kcadams.net,* n.d., www.kcadams.net/art/photography/PERCEPTION.html. Accessed 24 Nov. 2022.

Kelly, Gerald. *How to Teach Pronunciation,* Longman, 2001, https://andrianilina.files.wordpress.com/2016/02/how-to-teach-pronunciation-kelly-gerald.pdf. Accessed 24 Nov. 2022.

Kinsella, Kate. "Evidence-Based Principles to Guide English Language Development in the Common Core Standards Era." http://teacher.scholastic.com/products/teach-english-language-learners/pdf/Kinsella_ELD_CCSS_4-19-12Handout.pdf Accessed 24 Nov. 2022.

———. "The Benefits of Narrow Reading Units." *Language Magazine,* July 2018, www.languagemagazine.com/2018/07/16/the-benefits-of-narrow-reading-units/. Accessed 24 Nov. 2022.

———. *Academic Vocabulary Toolkit 1*. Global ELT, 2012.

———. *Academic Vocabulary Toolkit 2*. Global ELT, 2012.

Language Base Camp. *A Phonetic Map (English) of the Human Mouth*. Twisted Sifter, 2019, https://twistedsifter.com/2019/04/phonetic-english-map-of-the-human-mouth/. Accessed 24 Nov. 2022.

Lennox, Susan. *Blizzards* (Levels L and O). Reading A–Z, n.d., www.readinga-z.com (subscription required). Accessed 24 Nov. 2022.

Lynch, Larry M. "Using Short Paragraph Stories to Teach Simple Past in English – Part 1." *Becoming a Better EFL Teacher*, 2006.

Lynxleg, Betty. *Treaty Tales* (series). Manitoba First Nations Education Resource Centre, 2015.

MacLeod, Elizabeth. *Canada Close-up: Canadian Government*. Scholastic Canada, 2013.

Manitoba Education. *Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming*. Manitoba Education, 2021, www.edu.gov.mb.ca/k12/cur/eal/framework/index.html. Accessed 24 Nov. 2022.

———. *English as an Additional Language Intake Process*. Manitoba Education, 2020, www.edu.gov.mb.ca/k12/cur/eal/resources.html. Accessed 24 Nov. 2022.

———. *Manitoba Kindergarten to Grade 4 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming: Assessment of EAL and LAL Learners - Version 1.0*. Manitoba Education, 2020, www.edu.gov.mb.ca/k12/cur/eal/framework/assessment.html. Accessed 24 Nov. 2022.

Manitoba Education and Early Childhood Learning. *English as an Additional Language: Support Guide for Teachers of EAL Learners (Version 1.0)*. Manitoba Education and Early Childhood Learning, 2022, www.edu.gov.mb.ca/k12/cur/eal/docs/4737_eal_support_guide.pdf. Accessed 24 Nov. 2022.

McCarney, Rosemary. *Because I Am a Girl: I Can Change the World*. Second Story Press, 2014.

McCartie, Gary. *Over Canada: An Aerial Adventure* (film). YouTube.com, 1999, www.youtube.com/watch?v=K9MkWiI8Tcc. Accessed 24 Nov. 2022.

mmmEnglish. *3 Simple Pronunciation Tips: Past Tense Verbs*. YouTube.com, 2018, www.youtube.com/watch?v=DyAp3-H62ow. Accessed 24 Nov. 2022.

Moo, Truepayna. "Coming to Canada: The Courage to be Multicultural." TED Talk, 2017, www.youtube.com/watch?v=28cnj-PBbUo. Accessed 24 Nov. 2022.

Park, Linda Sue. *A Long Walk to Water*. Clarion Books, 2011.

Pearson Education. *Celebrate CANADA* (series). Pearson, 2018.

Peck, Carla, Jim Cummins, David Freeman, Yvonne Freeman, and Stanley Hallman Chong (Eds.). *Canada: All Connected (Big Idea series)*. Rubicon Publishing, 2013.

———. *Canada: Canada and the World (Big Idea series)*. Rubicon Publishing, 2013.

———. *Canada: Political and Physical Regions of Canada (Big Idea series)*. Rubicon Publishing, 2013.

———. *First Peoples (Big Idea series)*. Rubicon Publishing, 2013.

———. *First Contact (Big Idea series)*. Rubicon Publishing, 2013.

———. *Events that Changed Canada (Big Idea series)*. Rubicon Publishing, 2013.

———. *Canada: Canada's Heroes of Human Rights (Big Idea series)*. Rubicon Publishing, 2013.

———. *Canada: Active Citizenship (Big Idea series)*. Rubicon Publishing, 2013.

Province of New Brunswick. *English as an Additional Language*. Province of New Brunswick, n.d., www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/English-AdditionalLanguage/English-AdditionalLanguage-110and120.pdf. Accessed 24 Nov. 2022.

Ramsey, Franchesca. "Why do you think stereotypes are true?" *MTV News*, 2015, www.youtube.com/watch?v=D1-aSIUP4wM.

Rose, Simon. *Indigenous Life in Canada: Treaties HC*. Beech Street Press, 2018.

Scholastic Canada. *Scholastic Children's Atlas of Canada*. Scholastic Canada, 2017.

Springtide. *The Canadian Charter of Rights and Freedoms*. YouTube.com, 2013, www.youtube.com/watch?v=YAIM1qzO9_w. Accessed 24 Nov. 2022.

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

Student Vote. *Our Electoral System*. YouTube.com, 2015, www.youtube.com/watch?v=USK3Q4rsgnw. Accessed 24 Nov. 2022.

———. *The Levels of Government*. YouTube.com, 2015, www.youtube.com/watch?v=7C8uDuhLqvg. Accessed 24 Nov. 2022.

———. *The Right to Vote*. YouTube.com, 2015, www.youtube.com/watch?v=8AFU17NpVS4. Accessed 24 Nov. 2022.

Time Staff "Hungry Planet: What the World Eats." *Time.com*, 2016, https://time.com/8515/what-the-world-eats-hungry-planet/. Accessed 24 Nov. 2022.

Truth and Reconciliation Commission of Canada (TRC). *Truth and Reconciliation Commission of Canada: Calls to Action* (Numbers 62, 63, 93), TRC, 2015, https://publications.gc.ca/collections/collection_2015/trc/IR4-8-2015-eng.pdf. Accessed 24 Nov. 2022.

———. *What Is Reconciliation?* TRC, https://vimeo.com/25389165. Accessed 24 Nov. 2022.

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

World-Class Industrial Design and Assessment (WIDA). *2012 Amplification of the English Language Development Standards: Kindergarten–Grade 12*. WIDA, 2014, https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf. Accessed 24 Nov. 2022.

Youth Radio. "First Encounters with Racism" *New York Times*, August 2, 2017, www.nytimes.com/2017/08/02/us/first-encounters-with-racism.html. Accessed 24 Nov. 2022.

Zwiers, Jeff, and Marie Crawford. *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings*. Stenhouse Publishers, 2011. https://achieve.lausd.net/cms/lib08/CA01000043/Centricity/domain/107/curriculum%20maps/elementary%20curriculum%20maps/smart%20start/academic%20conversation%20placemat%20with%20prompts.pdf. Accessed 24 Nov. 2022.

Zwiers, Jeff. "Accelerating Oral Language with Academic Conversations." *SAUSD Collaborative Academic Conversations*, 2009, pp. 6–10, www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/5879/Accelerating%20Oral%20Language%20with%20Academic%20Conversations.pdf. Accessed 24 Nov. 2022.

———. *Building Academic Language*. Jossey-Bass, 2014.