

Call for Submissions

Reference Number 2025-06

The Department of Education and Early Childhood Development is conducting an environmental scan to identify learning resources that may be useful to support:

Program/Course:

EAL Intermediate 3

Vendors who have materials currently available for purchase are invited to make submissions.

Vendors MUST comply with the **Resource Submission Procedures** in order to be eligible for inclusion in the environmental scan.

All submissions must be received by: 4:00 PM (Newfoundland Time Zone) October 1, 2025

Resource Submission Procedures

1. Review **Annex 1** and **Annex 2** of this document. Vendors will confirm that the resource being submitted:
 - a. aligns with the intent of the course/program description provided and
 - b. satisfies at least **60%** of the outcomes listed.
2. Complete all sections of the **Resource Summary Form**.
3. Email the **Resource Summary Form** to:

To: toddwoodland@gov.nl.ca
Subject: Resource Submission - Reference Number 2025-06

4. Ship **7** physical copies of the resource to:

**Learning Resources Distribution Centre
Building 909, Pleasantville
St. John's, NL
A1A 1R1**

Clearly label the package(s)
Resource Submission - Reference Number 2025-06

5. If additional information is required, send an email request to:

**Todd Woodland
Manager, Curriculum Section
Division of Programs and Services
Department of Education
toddwoodland@gov.nl.ca**

Annex 1: Program/Course Summary

Topics: EAL Intermediate 3 is an 85-hour English as an Additional Language (EAL) course designed for newcomer junior high students who have been assessed and identified as requiring instruction in English as an additional language in order to succeed in the prescribed curriculum.

EAL Intermediate 3 is for students with a high-intermediate to advanced level of English proficiency ([High-Developing to Expanding level on the EAL Benchmarks for English Proficiency](#)), usually acquired through at least two years of prior studies in EAL. The course is designed to develop students' competence in academic English and develop their comprehension and production of academic English to near grade level.

Organization (Strands and Targets)

- **Speaking and Listening:**
 - Discussion
 - Listening
 - Oral language
 - Critical speaking and listening
- **Reading and Viewing:**
 - Print engagement
 - Decoding and word recognition
 - Comprehension and connection
- **Writing and Representing**
 - Research and inquiry
 - Creating and sharing texts
 - Writing traits

The EAL curriculum is guided by principles of:

- **Content and language integrated instruction (CLIL)/Content-based instruction (CBI)**
 - English language is taught with reference to materials from prescribed curriculum.
- **Form-focused instruction (FFI)/Focus on Form (FonF)**
 - Attention to language structures and form is incorporated into meaning-focused instruction.
- **Culturally and Linguistically Responsive Teaching (CLRT)**
 - Instruction views students' diverse cultures, languages, religions, backgrounds and experiences as assets and tools for learning.
- **Trauma-Informed Pedagogy**
 - Sensitivity is shown during instruction to any trauma due to refugee experiences.

The EAL curriculum therefore includes the following:

- Language instruction based on prescribed-curriculum content
- A multicultural perspective
- Explicit attention to language
- Integration of technology
- Active learning and student engagement
- Gradual release of responsibility
- A critical approach
- Individualized instruction

Design of resources

A textbook which highlights academic English used in prescribed-curriculum materials and general education.

The text must:

- Contain language corresponding to a high-intermediate/advanced English proficiency level.
- Highlight academic vocabulary, forms and discourse structures.
- Correspond to the strands, targets and indicators covered in the course.
- Take an integrated approach to instruction of the strands: Listening/Speaking, Reading and Writing.
- Take a clearly Canadian and/or international perspective.
- Adopt a multicultural perspective.
- Target a newcomer ELLs.
- Incorporate inclusive perspectives on historical and current affairs.
- Be age appropriate for the junior high level (12-14 years).

Annex 2: Program/Course Summary

Listening and Speaking	Reading (and Viewing)	Writing (and Representing)
<p>Target #1: Discussion</p> <p>1. use English to orally express personal ideas, opinions, feelings and experiences with sensitivity and respect in formal and/or academic contexts, including distinguishing between facts, opinions and emotions</p>	<p>Target #5: Print engagement</p> <p>1. use appropriate strategies to comprehend formal and/or academic texts independently (e.g., prediction, rereading, skimming, scanning, and knowledge of text features, such as headings, captions, graphics/visuals, and subheadings)</p> <p>2. use knowledge of genres and discourse structure to understand meaning and purpose of text</p>	<p>Target #8: Research/inquiry</p> <p>1. formulate a range of question types in English to acquire, interpret, analyze and evaluate ideas and information from a variety of sources</p> <p>2. effectively use a variety of tools to support reading and written production, (such as grammar resources, search engines and other technologies)</p> <p>3. select relevant and specific information from a variety of sources to summarize, analyze and synthesize information</p>
<p>Target #2: Listening</p> <p>1. listen to comprehend formal and/or academic aural texts in English, including making inferences, analyzing and evaluating information and drawing conclusions to formulate appropriate personal and critical responses</p>	<p>Target #6: Decoding and word recognition</p> <p>1. use knowledge of English vocabulary, including a range of strategies to build, decode and analyze words to comprehend formal and/or academic texts</p> <p>2. use knowledge of English language structures and forms to understand texts</p>	<p>Target #9: Creating and sharing texts</p> <p>1. use the writing process, both independently and collaboratively, to produce a range of texts in English, including literary, formal and/or academic texts</p> <p>2. demonstrate skills required for both independent and collaborative written work (e.g., respect for others' ideas, ability to share, ability to work independently) to produce a wide range of text types in English, including formal and/or academic texts</p>

		3. use language to formulate clear and comprehensible responses to literary works
<p>Target #3: Oral language 1. use English to orally present academic information and ideas and to respond to academic and/or formal content</p> <p>Target #4: Critical speaking and listening</p> <ol style="list-style-type: none"> 1. understand and produce aural/oral English appropriate to the situation, audience, purpose, message and register in a range of formal and/or academic contexts 2. use understanding of general and specific meaning to analyze the content of literary texts 	<p>Target #7: Comprehension/Connection</p> <ol style="list-style-type: none"> 1. read and comprehend a range of formal and/or academic literary texts in English to identify text type, message and purpose, identify and differentiate between main and supporting ideas, find general and specific information, make inferences, critically analyze and evaluate information and draw conclusions to formulate appropriate personal opinions and critical responses 2. Demonstrate an understanding of what literary elements and devices mean, and how they are used in literary texts 	<p>Target #10: Writing traits</p> <ol style="list-style-type: none"> 1. use English to formulate and express ideas, opinions, experiences, critical evaluations, interpretations, reflections, analyses and responses using a range of text types appropriate to audience and purpose.