



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

CLB: ESL FOR ALL

SUPPORT KIT

LANGUAGE
is the **Key**



Immigration, Refugees
and Citizenship Canada

Immigration, Réfugiés
et Citoyenneté Canada



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CLB: ESL for ALL Support Kit

ISBN: 978-1-897100-70-7

e-version ISBN: 978-1-897100-71-4

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Acknowledgements

The Centre for Canadian Language Benchmarks would like to express appreciation to Immigration, Refugees and Citizenship Canada for supporting the development of the *CLB: ESL for ALL Support Kit* and to the following individuals for their contributions:

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Svetlana Lupasco

Bow Valley College Team for the Differentiated Task Exemplars, Podcast, Video

Diane Hardy (**Project Manager**)

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Immigrant Services Association of Nova Scotia for the Learner Profiles

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Michel Robillard

Francine Spielmann

Mark Stauffer

The Niveaux de compétence linguistique canadiens (NCLC) team for their collaboration on the project:

Élissa Beaulieu (**NCLC Program and Partnerships Manager**)

Lucie Bartosova (**Project Manager**)

ESL Literacy learners who participated in the video *An Interactive Model for Teaching CLB with ALL* and who provided samples for the annotated portfolio excerpts.

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BACKGROUND



BACKGROUND

Welcome to the *CLB: ESL for ALL Support Kit*. This resource is intended to be used in conjunction with two key documents:

- the *Canadian Language Benchmarks: ESL for Adult Literacy Learners (ALL)*, which supports instructors working with adult ESL learners who have literacy needs; and
- the *Canadian Language Benchmarks: ESL for Adults*, which is the national standard for English as a second language for adult immigrants (including those with literacy needs) living, working and studying in Canada.

The purpose of this Support Kit is to show instructors how both documents are used for planning and assessing ESL learners with literacy needs in CLB-referenced classrooms.

The Kit includes:

- Orientations to the *CLB: ESL for ALL* and the *CLB: ESL for Adults* documents;
- Information and examples for planning literacy instruction, including needs assessment and goal-setting, module/unit planning and lesson planning;
- Information and examples on assessing ESL Literacy learners' progress in a way that is compatible with Portfolio-Based Language Assessment (PBLA);
- Suggestions for supporting ESL Literacy learners in multi-level literacy classes and mainstream ESL classes;
- Ideas for using the Continuum of Literacy Skills found in the *CLB: ESL for ALL* document; and
- Sample resources for literacy instruction and assessment.

The *CLB: ESL for ALL* Document

The *Canadian Language Benchmarks: ESL for Adult Literacy Learners (ALL)* presents instructional approaches that will help learners develop the literacy skills, concepts and strategies they need to be successful in mainstream ESL classes. It replaces the *Canadian Language Benchmarks 2000: ESL for Literacy Learners*.

The *CLB: ESL for ALL* document differs from the previous document, in that it does not outline specific benchmark descriptors for Reading and Writing and instead assumes the following:



Key Assumption: ESL Literacy learners work towards the same language outcomes as literate ESL learners, but their learning does not progress as quickly because they lack the transferrable concepts, knowledge and strategies from their first language to help them be successful in learning English. They may also lack many of the cognitive and metacognitive skills and strategies that literate adult learners have acquired through years of being in a formal learning environment.

Definition of ESL Literacy

The *National Language Placement and Progression Guidelines*¹ define ESL Literacy learners as learners who have little or no literacy skills in any language, usually because of limited or interrupted formal education. They may:

- be speakers of languages with no written code;
- have little or no education in their home countries (no more than one to two years); or
- have gone to school for up to eight years, with many interruptions.

ESL Literacy learners face the unique challenge of trying to learn English, while simultaneously trying to develop literacy, numeracy and digital skills. They often lack many of the skills and strategies learned through formal education and therefore, require additional instruction, guidance and supports.

For learners with literacy needs, learning does not progress as quickly as for literate learners because they lack transferrable literacy concepts, knowledge, and strategies from their first language. The *CLB: ESL for ALL* delineates ESL Literacy learners in the following way:

Pre-literate	These learners come from oral cultures where the spoken languages do not have current written forms or where print is not regularly encountered in daily life. They may not understand that print conveys meaning or realize how important reading and writing are in Canadian society.
Non-literate	These learners do not read or write in any language, even though they live in literate societies.
Semi-literate	These learners have some basic reading and writing skills, but are not yet functionally literate.

For additional information about how ESL Literacy learners differ from other ESL learners, see the *CLB: ESL for ALL* document, pp. 5–11.

¹ *National Language Placement and Progression Guidelines* (p. 6), Citizenship and Immigration Canada, 2013.

ESL Literacy and Placement

After ESL learners complete a placement assessment, they are given an “L” designation if they display the unique characteristics and needs of learners with literacy needs. They are given a “Foundation L” designation if they have not met the requirements for CLB 1L. When they are able to perform Reading and Writing tasks to the degree required for a benchmark, that benchmark can be assigned. However, as long as the learner still needs literacy support, the benchmark carries the “L” (for Literacy) designation.

It is important to note the distinct differences between **ESL Literacy learners** and ESL learners who are at a **pre-benchmark** level. Pre-benchmark (pre-CLB) learners are literate in their first language, but have little to no English language skills and do not meet the requirements for CLB 1. These learners are not considered ESL Literacy learners.

As of 2017, the previous literacy designations of Foundation, Phase 1, Phase 2, and Phase 3 are no longer used. ESL Literacy learner progress alignment to the CLB is as follows: ²

CLB 2000: ESL for Literacy Learners (no longer used)	CLB: ESL for ALL (2015) Conversions
Phase 3 (Completed)	CLB4L
Phase 3 (Beginning/Developing)	CLB3L
Phase 2	CLB2L
Phase 1	CLB1L
Foundation	Foundation L

² Updates to the Language Modules in iCARE and HARTs for language assessment and language training funding recipients. Immigration, Refugees and Citizenship Canada, January 2017.

According to Immigration, Refugees and Citizenship Canada (IRCC), learners with literacy needs (including Foundation L) should be placed in designated literacy classes that have a maximum of 8–10 learners per class, whenever possible. The ideal is for these learners to be placed in classes with other ESL Literacy learners who have the same designation. If it is not feasible to have separate classes for each of the five ESL Literacy designations (Foundation L, CLB 1L, CLB 2L, CLB 3L and CLB 4L), service providers should attempt, as much as possible, to include no more than two levels in a class, and to try to maintain separate classes for Foundation L learners.³

Orientation to the *CLB: ESL for ALL*

ESL Literacy instructors refer to the *CLB: ESL for ALL* document for information on the kinds of supports and accommodations ESL Literacy learners need to successfully complete language tasks. The document is organized into three parts, described below:

Part 1 - ESL Literacy Approaches and Supports

This part includes a description of ESL learners with literacy needs. It outlines an instructional approach (Interactive Instructional Approach) to teaching ESL Literacy that is task-based and learner-centred (to be covered in more detail in the Planning section of this Kit).

It also discusses the importance of oral communication, learning strategies, numeracy, digital literacy, and sociocultural knowledge in ESL Literacy development, and provides ideas on how to integrate these elements into classroom instruction. Each element has spiralling charts illustrating an approximate progression of skills and strategies that ESL Literacy learners may need to develop in order to complete communicative tasks successfully.



The progression of skills is defined in the document in the following way:

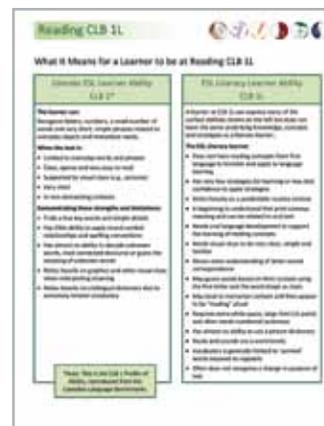
- **Emerging:** A skill that is just beginning to surface;
- **Building:** A skill that is beginning to provide a foundation for authentic communication; and
- **Expanding:** A skill that is becoming part of a learner’s day-to-day engagement in task-based learning. At this point in the progression, learners are able to use common strategies related to CLB Stage 1 proficiency. (*CLB: ESL for ALL*, p. 17).

³ *Ibid.*

Part 2 - ESL Literacy and the CLB

This part of the *CLB: ESL for ALL* document connects ESL Literacy instruction and assessment for Reading and Writing to Stage I (CLB 1-4) of the Canadian Language Benchmarks. It includes a seven-page outline for Reading and Writing for each literacy designation: Foundation L to CLB 4L (described below).

The first page of each seven-page outline is titled *What it Means for a Learner to be at* (a specific benchmark level). With the exception of Foundation L, this page displays the Reading or Writing Profile of Ability for a CLB level from the *CLB: ESL for Adults*, alongside a companion profile of ESL Literacy learner ability. The ESL Literacy learner ability chart lists additional considerations, strengths and limitations characteristic of ESL Literacy learners.



The second page of each outline recommends possible level-appropriate *Skill-building Activities* that instructors can implement in the classroom to help build ESL Literacy skills.

It also presents various *Conditions for Learning*, which are features of tasks or texts (e.g., length or context) that support ESL Literacy development.



The next four pages illustrate how *Sample Tasks* for each of the four competency areas in the *CLB: ESL for Adults* can be developed into lessons that incorporate supports for ESL Literacy development. Each sample task includes information about the task set-up, instructions, targeted literacy skills and a sample assessment task.





The final page of each outline, *Typical Supports for ESL Literacy Learner Development*, connects to information introduced in Part 1 of the *CLB: ESL for ALL* document on supporting ESL Literacy learners' development of oral communication, learning strategies, numeracy, digital literacy, and sociolinguistic knowledge. This page provides strategies for addressing each of these five areas in literacy instruction.



Part 3: Continuum of Literacy Skills

This part presents a *Continuum of Literacy Skills* that identifies skills and strategies learners may need to practise to be able to complete language tasks successfully. The continuum is approximate, and not related to nor aligned with the CLB. Its purpose is to help literacy instructors identify possible gaps in learning related to the development of Reading and Writing skills.

The continuum section begins with an *Overview of Continuum Strands for Reading/Writing Skills Development*, which lists nine categories or "strands" for Reading Skills Development, and nine strands for Writing Skills Development. Each strand includes two to five key skills. These strands and key skills are further detailed in the Continuum tables.



The section continues with the actual Continuum tables. Each table addresses one strand, and presents a listing of skills for each key skill heading, along a continuum of five increments. The increments represent an approximate progression from emerging to expanding skill development.

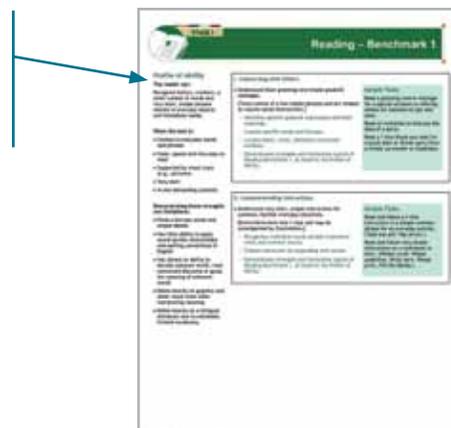
Orientation to the *CLB: ESL for Adults*

The *CLB: ESL for Adults* is the national standard for teaching, programming and assessing adult ESL learners in Canada, including ESL Literacy learners. When planning classroom instruction and assessing learner progress, ESL Literacy instructors refer to the *CLB: ESL for Adults* for the specific descriptors related to proficiency levels.

The *CLB: ESL for Adults* describes a continuum of language ability along a 12-level scale for four skills: Listening, Speaking, Reading and Writing. The 12-level scale is organized into three stages: Basic, Intermediate and Advanced Language Ability.

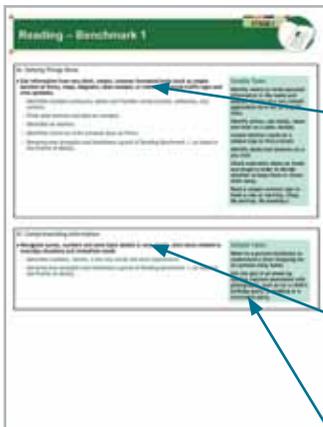
The benchmark pages for each of the four skills include the following components:

- *Profile of Ability:* The Profile of Ability provides a very general description of a learner’s ability at a particular level, general features of communication appropriate for the level, and some strengths and limitations a learner may display.



The Profiles of Ability for an entire stage (four benchmarks) are represented in spiralling charts at the beginning of each skill (Listening, Speaking, Reading and Writing). These can help instructors see progression in learner abilities from one benchmark to the next.





- **Competency Statements:** The CLB competency statements describe what learners *can do* at each benchmark level, in each skill. They are organized within four broad areas of communication referred to as *Competency Areas*. The Competency Areas are: Interacting with Others, Comprehending/Giving Instructions, Getting Things Done, Comprehending/ Sharing Information, and Reproducing Information (Writing only).
- **Indicators of Ability:** The Indicators of Ability are presented below each competency statement. They list general expectations related to performance of the competency.
- **Sample Tasks:** The Sample Tasks on the CLB pages illustrate how to contextualize the competencies within real-world tasks in community, work and study settings.

Two additional sections of the *CLB: ESL for Adults* are useful for planning and assessment:



- **Knowledge and Strategies:** These pages list key background knowledge and strategies related to the five elements of communicative competence that learners may need to demonstrate to achieve the benchmarks within a stage.

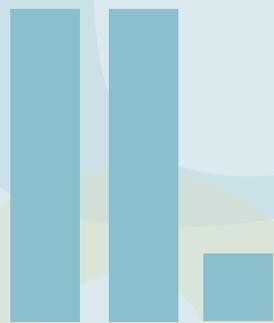


- **Some Features of Communication:** These pages list specific features of tasks or texts (such as length, level of complexity or audience) that help instructors ensure tasks are level-appropriate.

For more in-depth orientations to the *CLB: ESL for ALL* and the *CLB: ESL for Adults*, instructors can enroll in the following self-study e-courses offered by the Centre for Canadian Language Benchmarks:

- **CLB Bootcamp**
- **An Online Orientation to *CLB: ESL for ALL***

These e-courses can be accessed on the CCLB e-learning portal: learning.language.ca



PLANNING & ASSESSMENT: A FOCUS ON PLANNING





PLANNING & ASSESSMENT: A FOCUS ON PLANNING

Introduction to Planning

When planning instruction and assessments for ESL Literacy learners, instructors consult the *CLB: ESL for Adults* document for the competencies, indicators of ability, features of communication and sample tasks related to each skill: Listening, Speaking, Reading and Writing.

They also refer to the *CLB: ESL for ALL* for the following information:

- Part 1: *Approaches and Supports* for information on how to incorporate oral communication, learning strategies, numeracy, digital literacy and sociocultural concepts in literacy instruction;
- Part 2: *ESL Literacy and the CLB* for profiles of ESL Literacy learner abilities within Stage 1 (CLB 1–4, including Foundation), examples of skill-building activities and conditions for learning for Reading and Writing skills, and sample lesson outlines for ideas on how to structure lessons for ESL Literacy;
- Part 3: *Continuum of Literacy Skills* for information on specific skills and strategies that learners need to acquire to successfully complete language tasks.

This section of the Support Kit examines how to use the two documents for planning and assessment, in a way that is consistent with Portfolio-Based Language Assessment (PBLA).

Guiding Principles of the CLB: ESL for Adults and ESL for ALL

The following principles are inherent in the CLB standard and therefore inform planning and assessment for adult ESL Literacy classes as well:

Competency-based

The CLB are competency-based, meaning that learners demonstrate language proficiency through the performance of language tasks. The *CLB: ESL for Adults* includes a series of competency statements for the four skills (Listening, Speaking, Reading and Writing) at each benchmark level. Instructors refer to the competencies when planning instruction and assessment.

Learner-centred

It is assumed that in any classroom, CLB competencies will be contextualized in real-world language tasks that correspond with learners' specific needs and interests. Initial and ongoing needs assessments are ways of ensuring a learner-centred approach.

When teaching learners with literacy needs, it is important to consider the transferrable skills and prior life experiences they bring to the learning process, as well as the unique challenges they face while trying to simultaneously learn a language and develop literacy skills. Understanding each learner's needs and goals will help instructors provide the kind of supports and individual attention learners require to successfully perform classroom language-learning tasks and activities.

Task-based

The CLB promote a task-based approach to language instruction. Instructors use the competency statements in the document to develop real-life community-, study-, and work-related tasks, that learners practise in the classroom. Learners with literacy needs practise the same tasks as their literate counterparts, but with additional supports and accommodations. The *CLB: ESL for ALL* document includes a variety of sample Reading and Writing tasks for each of the three contexts, to give instructors ideas on the kinds of tasks that can be used with learners who have literacy needs.

The *Interactive Instructional Approach* (presented on page 12 of the *CLB: ESL for ALL* document and discussed further on p. 31 of this Kit) is an example of a task-based approach to planning and assessment.

Strategies for Effective ESL Literacy Instruction

The following are some key strategies for ESL Literacy instruction:

- **Establish clear language learning outcomes.**

Language learning outcomes should relate to real-world task goals referenced to the CLB. Outcomes should be specific, achievable, and framed in a way that is accessible to adult ESL Literacy learners. During classroom instruction, outcomes are broken down into skill-building activities and strategies that support learning and help learners achieve the real-world task goal successfully.

- **Contextualize tasks within themes.**

Using familiar and relevant themes and topics helps to contextualize the real-world language tasks that learners practise in class. These provide structure to the course in a way that is concrete and recognizable to learners. Some possible themes include shopping, transportation, food, money and banking, housing, family, education, Canadian history and geography, and health.

- **Use oral language as the starting point for lessons.**

Oral language provides an important segue to Reading and Writing skills development in ESL literacy classes. It is a good idea to elicit vocabulary related to a theme or topic orally, and then use the same vocabulary to practise Reading and Writing activities.

- **Teach learners how to learn.**

Learners with literacy needs typically have little or no formal education and lack the basic skills and strategies on how to learn in an educational setting. ESL Literacy instruction should include the explicit teaching of cognitive and metacognitive skills that will help learners learn a new language. Part 1 of the *CLB: ESL for ALL* document lists three types of useful learning strategies, as well as skills progression charts for: Managing Learning, Working Together, and Thinking Critically (See pp. 16-18 of *CLB: ESL for ALL*; also see p. 47 of this Support Kit for an example of strategy instruction.).

- **Recycle and spiral content and language tasks.**

Learning is reinforced when learners are given multiple opportunities to practise language tasks and literacy strategies in different contexts at increasing levels of difficulty. For example, learners can be asked to write their personal information (name and address) on a simple form. As their writing skills progress, they could be asked to complete a form for a different purpose that includes their telephone number and email address.

- **Provide a print-rich environment.**

ESL Literacy learners benefit from a print-rich learning environment that includes access to print resources, such as picture dictionaries and level-appropriate texts. Wall displays, such as labelled diagrams, word banks, personal stories, instructional charts, pictorial displays of classroom procedures, and a daily schedule all contribute to literacy development. Wall displays should be well-organized and limited to those that are referred to regularly.

- **Provide individual supports.**

ESL Literacy learners come to class with a diverse set of skills and challenges. Through needs assessments and ongoing observations of learners' classroom performance, instructors can identify specific strengths and difficulties of individual learners to provide targeted support. Instructors should include review and practice time in each lesson, to allow learners to work on activities based on their individual literacy needs (e.g., practise reading and writing the alphabet, activities that involve numeracy, matching vocabulary, or reading a story of choice). The *Continuum of Literacy Skills* (pp. 107–139 of the *CLB: ESL for ALL*) can be used to identify possible literacy skill gaps or abilities (either for an individual learner or a group of learners with similar abilities), in order to provide individualized practise activities to improve those skills. To illustrate this for an ESL Literacy learner at the Foundation L level, see pp. 106–112 of this kit. For additional sample classroom activities for various strands in the Continuum, see pp. 113–121.

- **Encourage collaborative learning.**

Collaborative tasks and activities involving two or more learners help to improve literacy skills in various ways. Collaborative learning strengthens Listening and Speaking skills, as learners share ideas and confirm understanding with one another. These tasks and activities support Reading and Writing skill development as learners work together to complete a text or to write a response. These tasks and activities may also help to build self-esteem, by validating the life experiences and knowledge that learners bring to the task.

Introduction to Needs Assessment, Goal-setting and Learning Reflections

Needs assessment, goal-setting and learning reflections are key features of PBLA and play an important role in program planning. Needs assessment allows learners to have some input into program content, so that their needs and short-term language learning goals are considered in the planning process. Goal-setting and learning reflections encourage learners to become more autonomous and self-directed.

Information gathered through these three types of activities helps instructors plan classroom activities that move learners towards meeting their goals. The iterative process of needs assessment, goal-setting and learning reflection provides both instructors and learners with opportunities to identify and address areas of need as they emerge.

Needs Assessment

An initial needs assessment is conducted upon entry into a program, and provides valuable information about a learner's background, education, interests and goals. Ideally, the needs assessment is done through an oral interview, with the help of an interpreter. Learners' families and settlement counsellors can also provide input.

An initial needs assessment can be:

- general or profile-based (e.g., identifying incoming CLB levels for each skill, years of formal education, ability to read and write in L1, and learning preferences such as working in a group, with a partner, individually, at the computer);
- skill-based (e.g., identifying specific skills learners want to focus on);
- thematic or topic-based (e.g., identifying topics of interest); or
- task-based (e.g., identifying tasks that learners need to perform outside of the classroom).

Considerations for Conducting Needs Assessments

Conducting effective needs assessment can be a challenge, especially if this is a new concept for ESL Literacy learners. For needs assessments to be successful, they should be done in a way that is comprehensible to learners, level-appropriate and engaging. They should also be done incrementally to prevent learners from becoming overwhelmed. The following are some strategies for conducting needs assessments with ESL Literacy learners:

- Use photographs or realistic drawings representing familiar images to help learners determine possible topics of interest. Ensure learners understand what the images represent by eliciting oral language.
- Ensure that needs assessment activities and handouts are appropriate for learner abilities and level of understanding. The following sections of the *CLB: ESL for ALL* document can guide the development of level-appropriate needs assessment tasks:
 - *Learner Ability* (in Part 2) to identify potential difficulties learners at a specific benchmark level may experience with the activity;

- *Examples of Skill-Building Activities* to select appropriate means of facilitating the proposed activity; and
- *Conditions for Learning* to develop classroom materials that will enhance learner understanding of needs assessment activities.
- Actively engage learners in the needs assessment process. For example, have learners compare their selections with a partner or share their selections with the whole class. Another option is to display selected topics on the board and then sort/order/count them with the whole class.
- Limit the number of topics (e.g., to two instead of four). This helps to simplify the selection process and prevents overwhelming learners with choices or topics. It also creates ongoing opportunities for conducting needs assessments throughout the term, thereby providing learners with multiple opportunities to express their needs regarding different themes/topics.

Ongoing Needs Assessment

Ongoing needs assessment helps instructors address changing needs over time, as well as needs that emerge during specific classroom activities. Ongoing needs assessment can be conducted directly through learner input in discussions, specific requests from learners, learner self-evaluations, and feedback collected at the end of each lesson. Needs assessment can also be achieved indirectly through instructor observations of learner performance.

The form to the right is an example of a tracking form used by an instructor to record observations on an ongoing basis.

ED: 2 years, Interrupted, Afghanistan			
Start Date: Sept. 2014			
Term: Sept. 2014-Jan. 2017			
Date	Observation Needs/Strengths	Need/Remedial strategies	Progress (January, 2014)
12/09/2013	Comes to class early. Sits neatly at her desk. [Manage learning, Practice, Review independently.]	Give calendar. Ask to check date and write on board while waiting for other to come.	Comes to class early, checks her calendar and phone, writes date/weather on the board, opens notebook to review work in class, asks for work
23/09/2013	writing: writes a dash between words instead of using spacing [read-a-book] [Developing Visual/Motor Skills]	Show how to use spacing. Monitor learner. Research ways to remediate. Use paper strip to measure spacing.	Uses dashes occasionally. Needs reminders.

It is also important to assess learners’ ongoing needs as they relate to use of learning strategies (e.g., learning management and critical thinking), digital literacy skills, numeracy and sociocultural knowledge, as well as specific skills and strategies related to Reading and Writing development. If a learner is struggling with a particular task, refer to *ESL for ALL’s* Continuum strands for Reading (p. 108) and Writing (p. 109) to help determine which skill- or ability-gap may be contributing to the difficulty. Keep in mind that the Continuum of Literacy Skills is not related or aligned with the progression of a learner’s CLB levels, and “no two individuals have the same pattern of skill development.” (*CLB: ESL for ALL*, p. 107)

At the end of each module/unit of instruction, conduct a micro-needs assessment (e.g., with two or three topics for ESL Literacy learners to choose from) to establish the topic for the new module of instruction. Record and track a list of learner choices in an accessible spot in the classroom (e.g., a poster on the wall), and refer to it when one learning cycle is finished and another is about to begin.

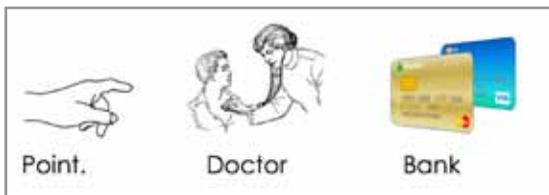
Any initial and ongoing needs assessment done individually by learners should be filed in their portfolios.

Needs Assessment Techniques

The following are some examples of techniques for conducting needs assessments with ESL Literacy learners.

• Using Visuals

Display a visual representing a specific topic or task (e.g., a doctor interacting with a patient). Elicit related vocabulary and label key parts through discussions with learners. Repeat the process with another topic (e.g., banking). When learners show a good grasp of what each visual represents, have them approach the board and point to the image of the topic that they would like to learn about.



The sample on the left is an example of this technique. For additional examples of how this needs assessment can be adapted for different ESL Literacy levels, see p. 231.

• Using Cards

In pairs, have learners sort a set of cards (containing pictures or simple words) into three categories: work, study and community. Each learner then chooses one card representing a topic of interest and displays it on the board. Review the selection as a class and highlight the three most popular topics to be learned in future lessons.



• Using the ESL Literacy Language Companions

Have learners flip through a section of their *Language Companion* and attach a sticky note to the page or picture that they would like to learn about. They can then compare their choices with a partner. Review the selections as a class.

Ask your classmate.

Write in the table.

No.	What's your first name? How do you spell it?	What is your choice?
1.	Mira	house
2.	Lea	doctor
3.	Musa	doctor

• Using Peer Surveys

After completing their own selections in a needs-assessment activity, have learners mingle and fill out a peer survey form with information about the choices made by their classmates.

- **Using Authentic Language Samples**

Encourage learners to collect samples of language they encounter in their daily lives (e.g., notices, labels, envelopes, bills) to incorporate authentic resources into the lessons. Show learners how to use their mobile devices to collect language samples (e.g., by photographing signs, notices, and words they encounter in a doctor’s office and/or at a grocery store). Designate a classroom wall area where these language samples can be displayed and reviewed.

- **Using Calendars**

A monthly calendar template is a handy diagnostic assessment tool that can be used unobtrusively to identify literacy and other needs of learners in programs with continuous intake. Provide a new learner with a copy of a monthly calendar page and have a brief conversation about the class schedule and routines. Use the interaction to identify whether the learner knows numbers and the days of the week, and whether they can read/use the calendar, follow left-to-right text, etc. Have learners use their calendars regularly to check the date, to keep track of their attendance or to note the dates of important activities, such as field trips or assessments.



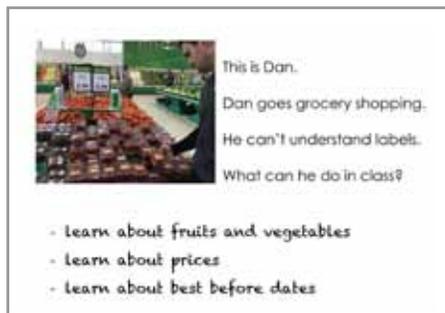
Goal-setting

Learner goal-setting is an important part of the needs assessment process. To be effective, language learning goals that are set in class should be concrete, realistic and achievable within the time frame of the course, so that learners can see that they are making progress. They should also be level-appropriate and consistent with the descriptors of learner abilities in the *CLB: ESL for Adults* and the *CLB: ESL for ALL* documents.

Schedule regular times throughout the program for learners to revisit their goal statements and reflect on their achievements. Learners can mark the dates on their calendars (e.g., at the end of each week). Be sure to celebrate learner achievements as they move closer to attaining their individual learning goals. Individual goal statements should be filed in the *About Me* section of learners’ portfolios.

Goal-setting Ideas for ESL Literacy Learners

ESL Literacy learners at all levels require explicit direction and support to set realistic, short-term learning goals for the course. Below are some ideas for goal-setting activities.

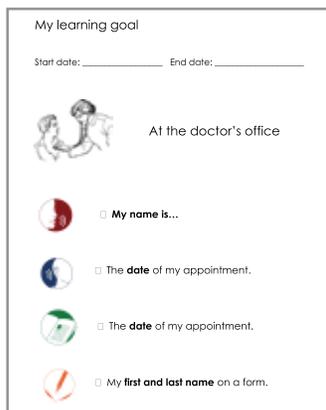


• Using familiar contexts

When introducing goal-setting, use pictures and contexts that are familiar and relevant to learners' backgrounds and needs. Select pictures and create a short story to facilitate understanding of goals and steps to achieving them. (See p. 240 for a larger view of this goal-setting activity).

• Using familiar templates

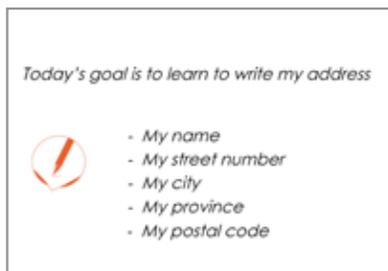
Templates such as the one to the left can be used to set goals and track achievement. Encourage learners to take the template home and discuss it with family. Provide guidance on completing and filing the templates in the *About Me* section of their portfolios to document their language learning journey.



• Using checklists

Create a possible checklist of goals using a familiar template. Provide a limited number of possible goals (maximum of four) for learners to choose from. These goals should be consistent with the descriptors of learner abilities in the *CLB: ESL for Adults* and the *CLB: ESL for ALL* documents. Encourage learners to take the handout home and discuss it with their family. Provide guidance on completing and filing the templates in the *About Me* section of their portfolios. See p. 241 for a larger view of the goal-setting activity to the left.

Model and reinforce goal-setting by recording daily lesson goals on the board, similar to the example below.



Learning Reflections

Learning reflections are a good way to encourage learners to take ownership of their learning and develop vital metacognitive skills to help them manage their learning. Their purpose is to help ESL Literacy learners think about *how* they learn, so that the instructor can propose strategies to facilitate the learning process.

Learning reflections may pose challenges for ESL Literacy learners who are new to the concept. Learners will likely need explicit instruction, guidance and modelling to develop the skills needed to engage in these types of activities. Introducing learning reflection should begin as a whole-class activity to model the process and move learners towards more individualized reflections.

Learning Reflection Ideas and Strategies:

The following are some activity ideas for including learning reflections in literacy instruction:

- **Taking personal photographs**

Taking photographs of learners in action can provide valuable classroom resources for facilitating learning reflections. Take photographs to capture key learner interactions (e.g., a role-play, individual, pair or group work, a specific task, or an assessment activity).

Project one or more photographs (depending on learners' level of ability) and discuss with learners what the activity was about, what they did, how they felt, and how it helped them learn. Help learners create captions for the photographs, and have them date and file the reflections in the *About Me* section of their portfolios.



- **Summarizing daily learning in class**

Reflective learning can be fostered on a daily basis by summarizing learning (orally or in writing). Dedicate a few minutes at the end of each class to orally debrief learners' experiences during the lesson by having them answer questions such as: *Did you learn anything new today? What was it? Can you use this at home? How?* Learners could also record their feelings about the class by putting checkmarks next to pictures of various emotions.

- **Keeping a learning log**

Learning logs can take different forms, such as vocabulary or grammar logs in which learners record new words they encountered during their interactions in class. Set regular classroom times for learners to review, compare and share their logs (individually, with a partner or in small groups).



My Notes

How did you feel in class today?

😊 😞

Why?

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

• **Using exit bins, motivation logs, feedback posters**

A good way to encourage reflection on learning is to ask learners to provide feedback at the end of the lesson. Learners can do this by:

- placing a sticker on a feedback poster on the classroom door or on their personal calendars;
- keeping a log of how they are feeling; and
- completing and placing a piece of paper or a sticky note in an exit bin that includes their name (or is anonymous) and a check mark next to a phrase (e.g., success, more practice; helpful, not helpful; too easy, just right, too hard).

• **Co-creating and using a glossary of terms**

Having a glossary of terms related to needs assessment, goal-setting and learning reflection will help learners communicate when they are engaging in these activities. The glossary could include words for the four language skills as well as common classroom activity types and interaction patterns such as reading alone, with a partner, or in a group.

4 Language Skills



Write 1 skill you need to work on:

A glossary of terms can be co-created with learners using visuals and body language. Learners can add to their glossaries as they encounter new words and they can refer to them for the meaning of a word or to identify skills or classroom activity types that they enjoyed, or that they may need more practice completing.

To illustrate:

When introducing the names of the language skills, Foundation L and CLB 1L learners can practise matching images and photographs to word cards. Learners at a higher CLB L can use a template to write the words.



In the image on the left, a literacy learner is using her glossary of terms to fill out a learning reflection template. Using consistent images and language (e.g., the four language skills on the assessment tasks and tools) will help to reinforce understanding of terms related to classroom activities and assessment practices.

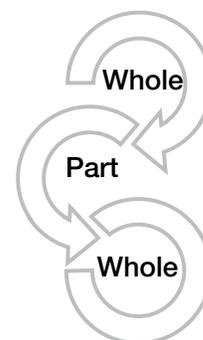
Planning instruction for CLB-based literacy classes requires instructors to refer to both the *CLB: ESL for Adults* and the *CLB: ESL for ALL* documents. This section looks at how literacy instructors use both documents to assist with long-range and daily lesson planning.

Interactive Instructional Approach to Planning

The *CLB: ESL for ALL* references an interactive “whole-part-whole” instructional approach to planning literacy instruction that is consistent with the task-based approach reflected in the *CLB: ESL for Adults*.

Whole-part-whole reinforces the notion that each task is comprised of a series of smaller, more manageable steps (skill-building activities or smaller tasks) that help learners ultimately perform targeted real-world tasks.

This approach is applied to both long-range (module or unit) planning and individual lesson planning. When planning a module or unit, instructors identify tasks that replicate real-world tasks, language focus items, literacy skills, strategies and supports needed to complete the tasks, and the assessment tasks. In daily lesson planning, instructors plan the actual skill-building activities learners will need to practise to successfully complete the real-world task goals.



The whole-part-whole approach consists of three main phases:

-
- 

In the first phase, the instructor identifies a real-world task goal that is applicable to learners’ language learning needs and goals as determined through needs assessment.

 - 

In the second phase, the real-world task is deconstructed into small, concrete parts that will enable learners to complete the targeted language task(s). During this phase, instructors should plan the following activities with the task in mind:

 - Skill-building activities to help learners develop discrete language focus items and strategies to be able to complete the targeted language tasks;
 - Explicit learning strategy instruction (e.g., managing learning, working with others and thinking critically); and
 - Numeracy concepts, digital literacy skills and sociolinguistic elements (if relevant to the task).

 - 

In this phase, learners apply the skills and strategies they learned in class while performing the target task. During this phase, instructors should plan the following activities:

 - Skill-using tasks that approximate the real-world task goal and that allow learners to practise the task in its entirety. Learners receive action-oriented feedback with specific strategies they can use to help them move forward in their learning;
 - Assessment tasks that include instructor-given, action-oriented feedback as well as peer and self-assessments;
 - Activities that encourage learners to apply their learning to their daily lives; and
 - Activities that help learners reflect on their learning and review their progress vis à vis their language learning goals.
-

Module/Unit Planning

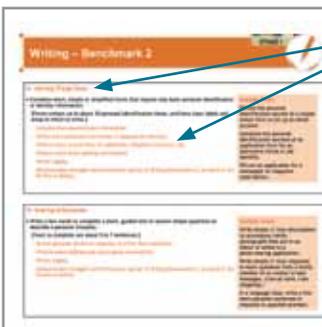
Long-range planning (in the form of units or modules) provides the instructor with a kind of “blueprint” of what to teach at a macro level. A module/unit plan spans a series of lessons and focusses on inter-related real-world task goals referenced to the CLB. The structured nature of a module/unit plan helps to guide instructors when developing daily lessons and assessment tasks.

Module/unit planning differs from daily lesson planning. When planning a module or a unit, the instructor is determining the outcomes or guiding tasks of the unit/module, as well as the language components needed to perform the tasks. The actual procedures for the module/unit are outlined in the lesson plan.

A module/unit plan can be formatted in various ways. However, the following key elements should be considered:

Unit	Outcome	Activity	Assessment

- the theme (social context) and topic (e.g., the communication event within a theme) of the module, often determined through a needs assessment;
- the targeted CLB level(s);
- targeted tasks related to the theme/topic. These are the focus of the module/unit and represent real-life communication that learners will encounter outside the classroom. Examples of real-world tasks can be found on the CLB pages in the *CLB: ESL for Adults*.
- any background information learners may need to know in order to complete the task (e.g., information about cultural norms or common practices related to the theme);
- the CLB competencies and the Indicators of Ability that directly relate to the real-world task goals. These are found on the CLB pages of the *CLB: ESL for Adults* document.



- the language focus items (related to elements of communicative competence) learners need to practise in order to achieve the real-world task goal (e.g., grammar and vocabulary items, pronunciation, writing conventions for specific purposes) as determined through a task analysis (discussed in the pages that follow);
- the language and learning strategies learners need to acquire to complete the tasks. For Reading and Writing, these include the specific literacy strategies and supports from the *CLB: ESL for ALL* document (the *Continuum of Skills* and the *Typical Supports* pages) that will help learners complete the task. The Continuum can also be used to identify specific gaps that individual learners may have.

For Listening and Speaking, these strategies can include ones that indicate problems in understanding, as well as techniques for memorizing vocabulary or strategies for managing interactions; and

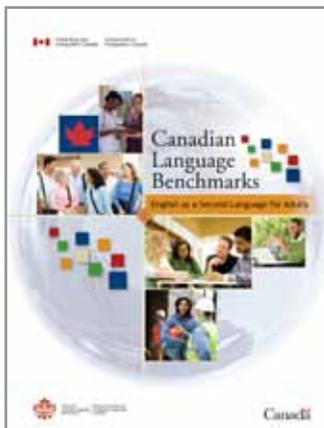
- Assessment tasks that directly relate to the real-world task goals learners practise in the lessons.



For examples of module plans for different levels, see Section V of this Support Kit.

Task Analysis

When considering the language focus items, strategies and literacy supports related to the real-world task (either in the module/unit plan or in a lesson plan), it is useful to do a task analysis. A task analysis is part of the process of deconstructing a task into smaller parts that are manageable for ESL Literacy learners, in the whole-part-whole approach to planning.



Refer to the following sections of the *CLB: ESL for Adults* to get ideas on possible language focus items:

- the *Indicators of Ability* under each benchmark competency
- the *Profile of Ability* under Demonstrating these Strengths and Limitations
- the *Knowledge and Strategies* pages

Identifying the Language Focus Items

The process of analyzing a task for its language focus items is the same for all four skills. However, an analysis of Reading or Writing tasks will include the addition of the specific literacy skills, strategies and supports leading to the successful completion of the Reading and Writing real-world task goals.

When doing a task analysis, instructors should consider language focus items that are vital to performing the real-world tasks. These items should relate to the five elements of communicative competence identified below:

- *Grammatical Knowledge*: such as grammar structures, vocabulary, pronunciation, basic syntax, spelling, punctuation and capitalization rules;
- *Textual Knowledge*: such as common cohesion links (e.g., pronoun and time references) to make sentences coherent; and connective and sequencing words and phrases;
- *Functional Knowledge*: such as common language functions for different purposes (e.g., asking for assistance, thanking, extending invitations, and giving simple warnings);
- *Sociolinguistic Knowledge*: such as appropriate tone, register and courtesy formulas in specific social contexts; acceptable gestures, body language and non-verbal strategies; and social conventions for specific occasions; and
- *Strategic Competence*: such as specific strategies for managing and ensuring effective communication (e.g., asking a speaker to slow down, using dictionaries and online spell-checking functions, skimming and scanning).

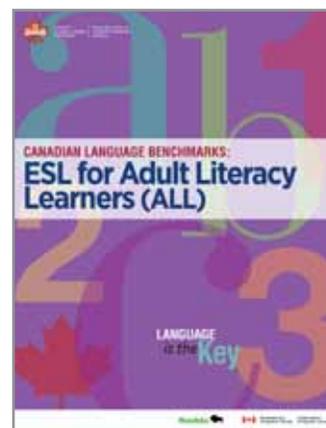
The language focus items will determine the skill-building activities that learners need to practise in the class.

Identifying Literacy Skills and Strategies for Reading and Writing

In the *CLB: ESL for ALL* document, various skills and strategies are listed for each of the nine strands of The *Continuum of Literacy Skills* in Part 3. The skills described in the Continuum do not directly relate to CLB levels, but they can give instructors ideas on possible skills and strategies to help learners complete the CLB-based tasks.

The Continuum includes a wide range of elements that may relate to a particular task. However, it is not expected that instructors teach all of them, nor treat the skills and strategies listing as a curriculum guide. Rather, it is the task and the needs of the ESL Literacy learners in the class that determine which skills and strategies to focus on.

The charts that follow illustrate the complexity of Reading and Writing tasks from a literacy perspective. Oral communication (the first strand of the Continuum) is the foundation of all literacy instruction and supports the development of the other literacy skills in the continuum. Refer to the *Continuum of Literacy Skills* (pp. 107-139, *CLB: ESL for ALL* document) for detailed descriptions of each strand, and to get ideas for appropriate skill-building activities.



Reading Task							
Developing Oral Communication							
Developing visual, perceptual skills	Processing visual information: pictures, symbols, graphs & charts	Decoding text & recognizing spelling patterns, syllables	Vocabulary & developing sight words	Understanding word order & sentence patterns	Navigating & understanding text conventions, formats & layouts	Reading with comprehension fluency & expression	Reading with social & critical awareness

Writing Task							
Developing Oral Communication							
Developing visual, motor skills	Communicating using visual information: pictures, symbols, graphs & charts	Encoding text & using spelling patterns, syllables	Vocabulary & developing sight words	Using word order & sentence patterns to produce text	Using text conventions, formats & layouts	Writing clearly, expressively & fluently	Writing with social & critical awareness

Identifying Learning Strategies, Numeracy and Digital Literacy Skills

A task analysis should also consider specific learning strategies, numeracy skills and/or digital literacy skills learners will need to complete the real-world language task. Learning strategies could include consideration of phrases used to ask for clarification, skimming and scanning skills, or the skills needed to look up words in a dictionary. Digital literacy could include any skills needed to use technologies to search for, understand and evaluate information, to communicate with others using digital tools, and to complete day-to-day tasks.⁴ Numeracy includes any numerical or mathematical aspects of a task such as dates, money amounts, time, or weights and measurements. For ideas on possible language focus items in both of these areas, see Part 1: Approaches and Supports in the *CLB: ESL for ALL* document.

Identifying the Sociocultural/Sociolinguistic Aspects of a Task

Real-world tasks often require knowledge of sociocultural and sociolinguistic aspects of language use. In the *CLB: ESL for ALL* document, sociocultural knowledge is divided into two main areas:

- An understanding of the differences in the characteristics of languages (e.g., the use of different alphabets); and
- Knowledge of day-to-day Canadian experiences and how they may differ culturally from what learners are accustomed to.

The *CLB: ESL for ALL* document also references sociolinguistic knowledge on the pages called *Typical Supports for ESL Literacy Learner Development* and includes pragmatic elements such as register, formality, tone, politeness conventions, and non-verbal communication strategies.

Note: While it is recognized that knowledge in both areas (cultural and linguistic) is important, this Support Kit will only reference the term sociolinguistic knowledge to focus on the linguistic aspects of language use in ESL Literacy classes and to avoid confusion related to the terminology.

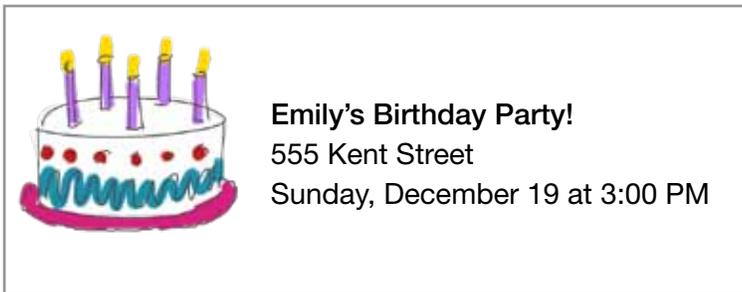
⁴ *The New Definition of Literacy, Research Brief Series, Metro Toronto Movement for Literacy, 2015.*

Sample Task Analyses

The examples that follow illustrate a *whole* task analysis for two different tasks: a CLB 1L Reading task that involves understanding an invitation to determine the date, time and location of a birthday party (I. *Interacting with Others*); and a CLB 3L Writing task that includes writing a note to a landlord (III. *Getting Things Done*).

The examples present a range of possible knowledge, skills, strategies and supports that relate to these tasks. However, in a real classroom instructors would only focus on the specific elements that ESL Literacy learners need to practise in order to complete the tasks.

The examples also show some of the overlap between elements of communicative competence, and literacy skills and strategies.



November 3, 2017

Dear Mr. Garcia

Today I tried to use my stove and it is not working. The oven is not working either. I have no way to prepare food for my family.

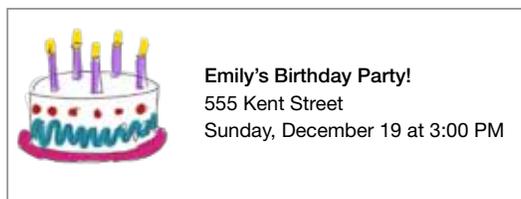
Could you please send someone to fix the problem as soon as possible?

Thank you
Lisa Liu
Apt. 708

CLB 1L Reading Task

Elements of Communicative Competence	Literacy Skills and Strategies
<p>Textual Knowledge →</p> <p>Understanding conventions used for text coherence (e.g., order of information in the invitation: purpose, address, date, time; order of information in the date: day, month, date)</p>	<p>Developing Visual/Perceptual Skills</p> <p>Differentiating text based on changes in font styles (e.g., bolding)</p> <p>Navigating and Understanding Text Conventions and Formats</p> <p>Ordering conventions in addresses and dates</p>
<p>Functional Knowledge →</p> <p>Understanding the purpose of the invitation</p> <p>Sociolinguistic Knowledge</p> <p>Using appropriate cards for the occasion</p>	<p>Reading with Social and Critical Awareness</p> <p>Recognizing the purpose and intentions of various texts (e.g., birthday invitation)</p>
<p>Grammatical Knowledge →</p> <p>Vocabulary (e.g., party, invitation, days/months of the year)</p> <p>Possessives - Emily's birthday</p>	<p>Decoding Text and Recognizing Spelling Patterns: Using first and final letters and corresponding sounds when guessing familiar longer words (e.g., Sunday)</p> <p>Vocabulary and Sight Word Development:</p> <p>Recognizing sight words, common textual symbols (e.g., colon in expressions of time)</p> <p>Understanding word order (e.g. day of the week, month, date)</p>
<p>Strategic Competence →</p> <p>Using visuals to interpret meaning and purpose</p>	<p>Processing Visual Information</p> <p>Understanding card visuals (e.g., meaning of a cake with candles)</p> <p>Reading with Comprehension and Fluency</p> <p>Understanding that print contains personal meaning</p>

<p>Literacy Supports</p> <p>Oral Communication</p> <p>Sharing personal experiences of birthday parties (e.g., when, where, whose party?)</p> <p>Making the connection between a spoken phrase and print (e.g., Sunday, December 19)</p>
<p>Learning Strategies</p> <p>Comparing the format of the address on the card with own address</p>
<p>Numeracy Skills</p> <p>Identifying times (e.g., hour)</p> <p>Identifying numbers (street numbers in address)</p>
<p>Digital Literacy Skills</p> <p>Identifying dates on a digital calendar</p> <p>Identifying elements of online invitations</p>
<p>Sociocultural Knowledge</p> <p>Understanding social conventions related to party invitations in Canada and comparing to own culture</p>



CLB 3L Writing Task

Elements of Communicative Competence	Literacy Skills and Strategies
<p>Textual Knowledge →</p> <p>Logical sequencing of information to get point across</p>	<p>Writing Clearly, Expressively and Fluently:</p> <p>Writing information in a logical order</p>
<p>Functional Knowledge →</p> <p>Basic writing conventions for making a request to solve a problem (e.g., stating problem, describing the effect(s), and requesting solution)</p>	<p>Using Text Conventions, Formats and Layouts:</p> <p>Using proper format for a note (e.g., date, salutation, description of the problem, request, closing)</p>
<p>Sociolinguistic Knowledge →</p> <p>Making a polite request; using appropriate tone in writing to a landlord</p>	<p>Writing with Social and Critical Awareness:</p> <p>Beginning development of audience Understanding and assessing how the reader may react to the request</p>
<p>Grammatical Knowledge →</p> <p>Adjectives and other vocabulary to describe a problem and make a request (leaking, peeling, broken, fix, repair, etc.) Modal verbs for polite requests Punctuation and capitalization</p>	<p>Encoding Text and Using Spelling Patterns, Syllables: using suffixes (-ing) Vocabulary and Sight Word Development: Writing words and sentences to express a problem and make a simple request</p>
<p>Strategic Competence →</p> <p>Proof-reading and editing written material before submitting.</p>	<p>Using Word Order and Sentence Patterns to Produce Text:</p> <p>Using correct word order in note; using modals for polite requests Developing Visual/Motor Skills: Forming letters and numbers in a recognizable form; beginning to write in a straight line without guidelines.</p>

Literacy Supports
<p>Oral Communication</p> <p>Sharing personal experiences of making requests to a landlord</p>
<p>Learning Strategies</p> <p>Making the connection between a classroom activity and own life Following a sample Using a word bank and guiding questions to produce writing</p>
<p>Numeracy Skills</p> <p>Number concepts: date, apartment number, telephone</p>
<p>Digital Literacy Skills</p> <p>Writing the note on a computer; sending an email to the landlord</p>
<p>Sociocultural Knowledge</p> <p>Making requests politely Being direct (e.g., stating the problem explicitly at the beginning of the note)</p>

November 3, 2017

Dear Mr. Garcia

Today I tried to use my stove and it is not working. The oven is not working either. I have no way to prepare food for my family.

Could you please send someone to fix the problem as soon as possible?

Thank you
Lisa Liu
Apt. 708

Skill-building Activities Related to a Task

Ensure that the skill-building activities learners do in class reflect the dual objective of helping them develop literacy skills and English-language skills.

After determining the real-world task goals, as well as the skills, strategies and supports that will be the focus of the lesson(s), the literacy instructor develops skill-building activities to support task performance. The selection of skill-building activities is based on an understanding of the needs and strengths of the ESL Literacy learners in the class.

The following are some possible skill-building activities that could be used to scaffold comprehension of the previous CLB 1L task of reading a birthday invitation to find the date, time and location of the party:

- Sort invitation cards from cards for other purposes.
- Identify the name, address and date on different cards.
- Reconstruct the word or number order of a date.
- Practise reading the days of the week, months and other numbers by sight.
- Practise decoding the days of the week (first letter + day).
- Match pictures with the occasion (birthday – cake).
- Count the number of words in a date.

The following are possible skill-building activities that could be used to scaffold comprehension of the previous CLB 3L Task: Write a Note to the Landlord:

- Reconstruct the note using word cards or sentence strips.
- Complete a guided text.
- Use guiding questions to assist writing.
- Answer comprehension questions based on the note.
- Use images to elicit relevant vocabulary.
- Use images to write captions.
- Use a graphic organizer to assist writing.

For a list of general skill-building activities that support literacy development at different levels of ability, see the second page of the Outlines for each Benchmark level in Part 2 of the *CLB: ESL for ALL* document.



Instructors can also refer to the *Continuum of Literacy Skills* to identify gaps in literacy-specific skills and create skill-building activities to address these gaps.

To illustrate:

If a learner demonstrates an emerging ability to recognize letters and a few common names and words in familiar written communication, some appropriate skill-building activities for this learner could be those within the next stage of the continuum (e.g., emerging +1), which would be to try to recognize “a small bank of sight words and common textual symbols.” It is not realistic to expect learners to master strategies that are further along the Continuum.

Continuum: Reading Skills Development				
Vocabulary and Sight Word Development				
Instructor may need to offer learners explicit guidance to help ESL/Literacy learners acquire the following skills, abilities, and strategies:				
Emerging	→	Building	→	Expanding
Recognizes common words <ul style="list-style-type: none"> Recognizes letters and a few common names and words in familiar written communication, by matching component letters, word shapes, and word lengths. Comprehension is aided by visuals or by active physical response, as well as by location of word. 	<ul style="list-style-type: none"> Recognizes a small bank of sight words and common textual symbols, such as \$ on a <u>banknote</u> or <u>stop</u>. Identifies a small number of rote phrases (e.g., my name is, I am from, I live in). 	<ul style="list-style-type: none"> Identifies sight words and rote phrases related to everyday, familiar, personally relevant topics. Recognizes sight words and common symbols used to convey negative meaning. 	<ul style="list-style-type: none"> Recognizes a larger bank of sight words (and rote phrases related to everyday, familiar, personally relevant topics). 	<ul style="list-style-type: none"> Recognizes most high frequency sight words, function words and rote phrases when seen in a relevant context.
Develops a sight word bank				
<ul style="list-style-type: none"> Develops a small bank of sight words (e.g., own name, and familiar words such as name, address, push, pull, exit). 	<ul style="list-style-type: none"> Develops a bank of sight words by reading aloud. Uses basic sets of oral vocabulary (sight words) in conjunction with photographs and pictures. 	<ul style="list-style-type: none"> Develops a broader range of sight words based on concrete, familiar, personally relevant experiences. 	<ul style="list-style-type: none"> Develops a bank of sight words by reading aloud. 	<ul style="list-style-type: none"> Develops a bank of sight words by reading aloud.
Uses a picture dictionary				
<ul style="list-style-type: none"> Uses a picture wall to get oral words. 	<ul style="list-style-type: none"> Begins to use a picture dictionary and/or word wall with a lot of support. 	<ul style="list-style-type: none"> Uses a picture dictionary with support. 	<ul style="list-style-type: none"> Uses a picture dictionary or learner dictionary with support. 	<ul style="list-style-type: none"> Uses a learner dictionary with some support.

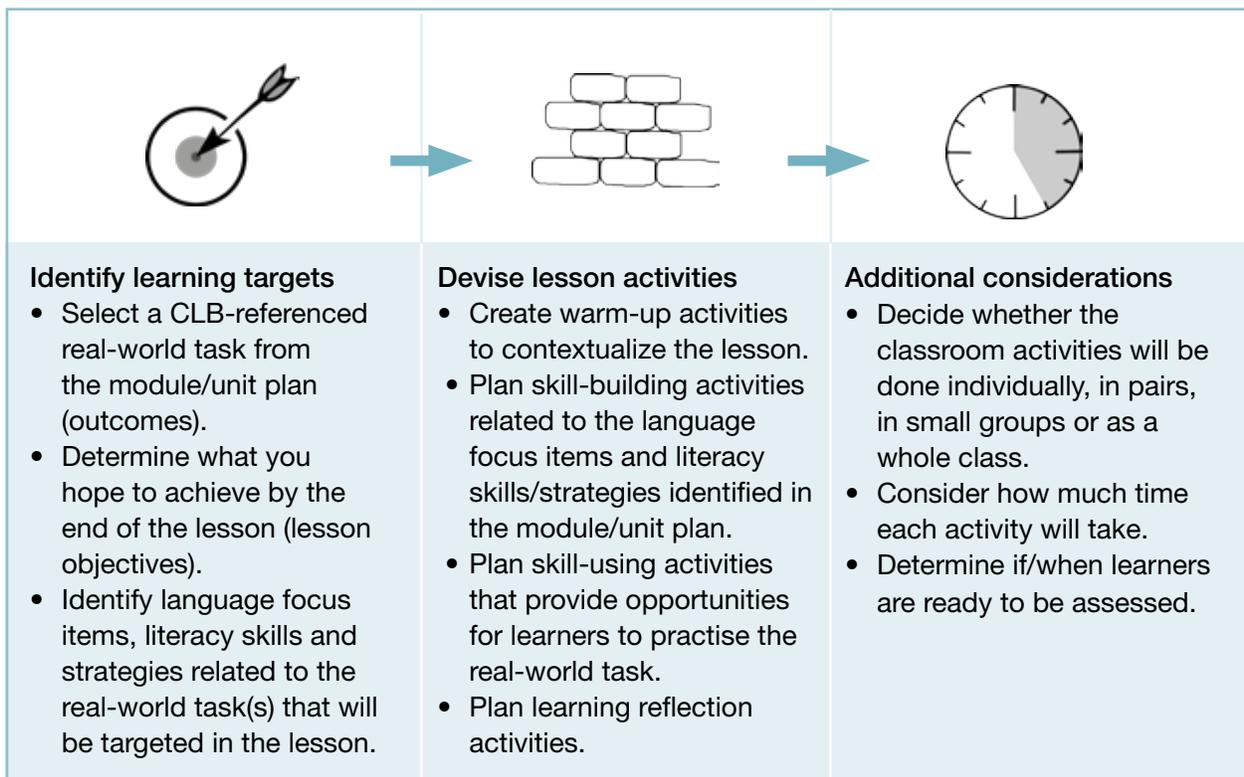
Lesson Planning

For advancement to occur, new learning should build on what learners can already do and aim at a level that is *slightly higher* than their current level of literacy development.

Instructors plan in different ways using a variety of formats. However, lesson planning for literacy instruction should consider the following:

- Learning outcomes (what the instructor hopes learners will be able to do by the end of the lesson), or teaching objectives (what the instructor hopes to achieve);
- necessary supports (related to numeracy, digital literacy, oral communication, learning strategies, and sociocultural knowledge) as they apply to the task;
- the literacy-specific skills or strategies that apply to the real-world task goals as per the *Continuum of Literacy Skills*;
- a description of the lesson activities (skill-building and skill-using) that will help learners achieve the real-world task goal(s); and
- an assessment task (if applicable).

Effective lessons reflect the needs and language learning goals expressed by learners during the needs assessment and goal-setting activities. They provide opportunities to reinforce learning by recycling skills and strategies in different contexts, and they build on the language and skills learners acquired in past activities. A possible lesson planning process is illustrated below.



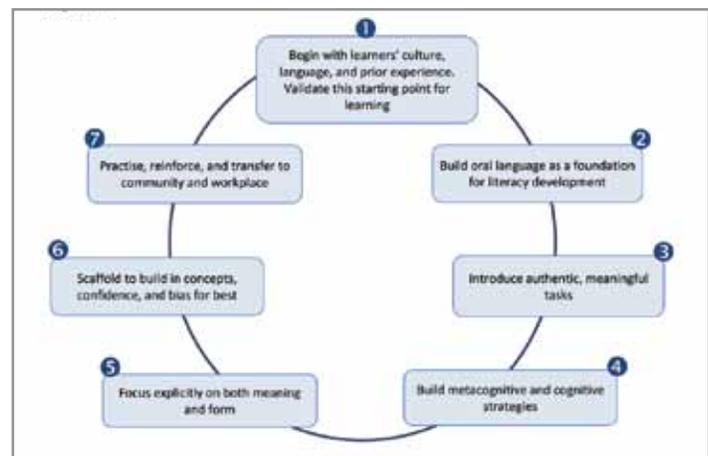
Lesson Planning Considerations

When developing lessons for learners with literacy needs, the following should also be considered:

- the whole-part-whole learning cycle
- conditions for learning
- ways to foster learner autonomy

The Whole-Part-Whole Learning Cycle

The diagram to the right (from *CLB: ESL for ALL*, p.14) outlines seven steps in a learning cycle that is grounded in the whole-part-whole approach. Below is a brief description of what these seven steps may look like in the classroom.



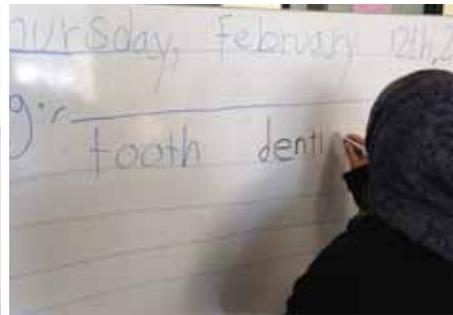
1. The instructor begins with concepts that are familiar to learners and connects them to their daily lives.
2. Content is presented orally before learners engage in Reading and Writing activities. Oral language “helps learners make connections between print and meaning, and effectively supports all forms of learning in the classroom.” (*CLB: ESL for ALL*, p. 110). For detailed descriptions of oral communication skills to support Reading and Writing, refer to pp. 110-111 of the document.
3. Learners engage in real-world tasks simulating real-life communication events that are relevant to their needs. Refer to Part 2 of the *CLB: ESL for ALL* (pp. 31-105) for sample Reading and Writing tasks at each benchmark.
4. Learners are given ongoing opportunities to develop metacognitive and cognitive skills that will help their learning. Metacognitive skills are those needed to direct and monitor the learning process and can be developed through activities such as needs assessments, goal setting, self-evaluation and learning reflections. Cognitive skills facilitate the learning process and include skills such as memorizing, practising, and repeating.

5. Reading and Writing activities should target comprehension and fluency, since both are required for skillful Reading and Writing. *The Continuum of Literacy Skills* (pp. 105-137 in *CLB: ESL for ALL*) provides ideas on addressing form and meaning for both skills.
6. Lessons are structured in a way that leads to success and positive attitudes towards learning. Learning goals are realistic and achievable. Skill-building and skill-using activities are level-appropriate and learners have ample opportunities to practise, reinforce and consolidate learning to ensure success during the assessment.
7. Learning activities are sequenced in a way that “knowledge and strategies are introduced, harnessed, reinforced and ultimately transferred to a real-world context.” (*CLB: ESL for ALL*, p. 13). New concepts are reviewed and reinforced in subsequent lessons.

Conditions for Learning

Learners with literacy needs require additional literacy-specific accommodations and conditions to succeed at CLB-based tasks. For example:

- Learning activities should be delivered in manageable time blocks (e.g., 15–20 minutes). Learners with interrupted formal education may experience difficulty concentrating and sitting for prolonged periods of time.
- Learning activities should include a combination of hands-on, manipulative and physical movement activities to address different learning styles. For instance, a simple spelling exercise can be adapted by providing each learner with a picture of a keyboard. Learners can practise reading the words on their own, then use their hands to “type” them on their picture key-board. They can also practise in pairs, with one learner dictating and the other “typing the words,” or work in groups (of three) with one learner dictating, one “typing the words” and the third writing the words in their notebook or on the board.



- Tasks and texts should be level-appropriate. The section called *Some Features of Communication* at the end of each stage of each skill in the *CLB: ESL for Adults* document includes useful information about complexity, audience, length and context related to communication at each CLB level. Literacy instructors should refer to these pages when planning Listening and Speaking tasks.

CLB 1	CLB 2	CLB 3	CLB 4
<ul style="list-style-type: none"> 1.1. Understands the main message of a short audio recording. 1.2. Understands the main message of a short video recording. 1.3. Understands the main message of a short written recording. 1.4. Understands the main message of a short audio recording. 1.5. Understands the main message of a short video recording. 1.6. Understands the main message of a short written recording. 1.7. Understands the main message of a short audio recording. 1.8. Understands the main message of a short video recording. 1.9. Understands the main message of a short written recording. 1.10. Understands the main message of a short audio recording. 1.11. Understands the main message of a short video recording. 1.12. Understands the main message of a short written recording. 	<ul style="list-style-type: none"> 2.1. Understands the main message of a short audio recording. 2.2. Understands the main message of a short video recording. 2.3. Understands the main message of a short written recording. 2.4. Understands the main message of a short audio recording. 2.5. Understands the main message of a short video recording. 2.6. Understands the main message of a short written recording. 2.7. Understands the main message of a short audio recording. 2.8. Understands the main message of a short video recording. 2.9. Understands the main message of a short written recording. 2.10. Understands the main message of a short audio recording. 2.11. Understands the main message of a short video recording. 2.12. Understands the main message of a short written recording. 	<ul style="list-style-type: none"> 3.1. Understands the main message of a short audio recording. 3.2. Understands the main message of a short video recording. 3.3. Understands the main message of a short written recording. 3.4. Understands the main message of a short audio recording. 3.5. Understands the main message of a short video recording. 3.6. Understands the main message of a short written recording. 3.7. Understands the main message of a short audio recording. 3.8. Understands the main message of a short video recording. 3.9. Understands the main message of a short written recording. 3.10. Understands the main message of a short audio recording. 3.11. Understands the main message of a short video recording. 3.12. Understands the main message of a short written recording. 	<ul style="list-style-type: none"> 4.1. Understands the main message of a short audio recording. 4.2. Understands the main message of a short video recording. 4.3. Understands the main message of a short written recording. 4.4. Understands the main message of a short audio recording. 4.5. Understands the main message of a short video recording. 4.6. Understands the main message of a short written recording. 4.7. Understands the main message of a short audio recording. 4.8. Understands the main message of a short video recording. 4.9. Understands the main message of a short written recording. 4.10. Understands the main message of a short audio recording. 4.11. Understands the main message of a short video recording. 4.12. Understands the main message of a short written recording.

For Reading and Writing tasks, instructors should refer to the pages called *Conditions for Learning* (located at the bottom of the second page of each benchmark outline) in the *ESL for ALL* document. This section provides information about the types of literacy materials that are level-appropriate and some general recommendations regarding instructions, as well as language and tasks suitable for each literacy benchmark. For spiralling charts of the *Conditions for Learning*, see pp. 290–293 of this Kit.

Listening CLB 2L

Characteristics of Texts, Reading, and Learning

- 1. Texts are short and written in a simple, clear style. They are easy to read and understand. They are written in a simple, clear style. They are easy to read and understand. They are written in a simple, clear style. They are easy to read and understand.
- 2. Texts are short and written in a simple, clear style. They are easy to read and understand. They are written in a simple, clear style. They are easy to read and understand. They are written in a simple, clear style. They are easy to read and understand.
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- 9. Texts are short and written in a simple, clear style. They are easy to read and understand. They are written in a simple, clear style. They are easy to read and understand. They are written in a simple, clear style. They are easy to read and understand.
- 10. Texts are short and written in a simple, clear style. They are easy to read and understand. They are written in a simple, clear style. They are easy to read and understand. They are written in a simple, clear style. They are easy to read and understand.
- 11. Texts are short and written in a simple, clear style. They are easy to read and understand. They are written in a simple, clear style. They are easy to read and understand. They are written in a simple, clear style. They are easy to read and understand.
- 12. Texts are short and written in a simple, clear style. They are easy to read and understand. They are written in a simple, clear style. They are easy to read and understand. They are written in a simple, clear style. They are easy to read and understand.

Fostering Learner Autonomy

It is important to create an environment in which learners become progressively more autonomous in their learning. One way to do this is by sequencing activities so that control over the learning process gradually shifts from the instructor to the learner. This gradual release of responsibility (Fisher & Frey, 2014, in Weiler, 2015) can be embedded in daily instruction by following the four steps described below:

Modelling: Model all activities with the whole class so that learners understand expectations. Give clear instructions, and demonstrate how to complete an activity. Provide samples that learners can follow.

Scaffolding: Provide skill-building activities that engage learners as a whole class, in groups or pairs, or individually. Circulate and provide support when necessary. Use gestures, visuals and words to prompt and provide time for learners to think before responding. Encourage peer and self-correction.

Collaborative learning: Use a combination of same-level ability and cross-level ability groupings. Together with learners, set time frames to complete the activities and respect the timelines. Have more proficient learners model the skill.

Independent learning: Encourage self-evaluation and reflection on learning. Begin by identifying the learning goal at the beginning of the lesson and reviewing whether the goal was achieved at the end of the lesson.

ESL Literacy Supports

Incorporating Learning Strategies in Literacy Lessons

Learners with little or no prior education may not possess the underlying knowledge and skills that they can transfer and apply to their language learning. Learning strategies need to be taught explicitly and reinforced through ongoing classroom practices.

Learning strategies in *CLB: ESL for ALL* (pp. 16–18) are organized into three categories:

- *Managing Learning:* using skills and strategies for setting goals, managing information and time, identifying one's own learning style and using effective strategies relating to that style, and using different strategies to access information;
- *Working Together:* working cooperatively, managing conflict, sharing ideas and opinions, and accepting and giving constructive criticism appropriately; and
- *Thinking Critically:* making connections from what was learned in the classroom to the real world, identifying feelings and opinions, and self-evaluating.

A Possible Process for Strategy Instruction

The following is a possible process for strategy instruction that has been adapted from Bow Valley College (2011).

- ➔ **Name the strategy**
Use a level-appropriate name that learners can remember.
- ➔ **Explain it**
Ensure that learners understand how it can help them. Explain the steps involved using level-appropriate language.
- ➔ **Demonstrate it**
Model the strategy. Use a learner who has mastered the strategy to demonstrate its use.
- ➔ **Practise it**
Create opportunities for learners to practise the strategy.
- ➔ **Cue it**
Use visuals or gestures to prompt learners to use the strategy.
- ➔ **Watch for transfer**
Observe learners and document when they are able to use the strategy on their own. Celebrate success.

A Classroom Example

Mark is a Foundation L - CLB 1L instructor. He noticed that the learners in his class respond well when new learning is supported by gestures and physical movement. To help learners memorize simple 3-letter sight words, he uses a technique called “arm tapping”.

1. Mark names the strategy every time he uses it with learners in the class.
2. He explains how it works while demonstrating it.
3. He models the strategy with a few familiar words.
4. Learners then practise the strategy with other words.
5. When encountering new words, Mark touches his shoulder to prompt learners to use the strategy.
6. In subsequent lessons, Mark observes learners using the technique and acknowledges them every time they use it correctly and/or independently.

To learn more about arm tapping and other techniques refer to www.sightwords.com

Learning Strategies and Learner Goals

Targeted learning strategies may include areas that the whole class needs to work on (as needs arise) or they may be part of the learning goals of individual ESL Literacy learners.

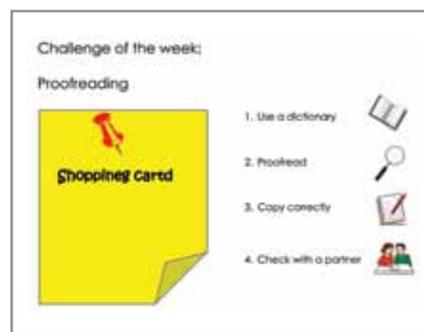
All learners can benefit from reminders about using correct writing posture, coming to class on time, bringing their learning materials to class, keeping their handouts organized, and being considerate of the needs of others. They may also benefit from reminders of specific learning strategies taught and practised in class. The following techniques could be used for this purpose:

In the *Challenge of the Week* example to the right, the instructor noticed that most learners were forgetting to proofread their writing and use their picture dictionaries, so the weekly challenge focussed on those particular strategies.

In a class activity, learners proofread the words “shopping carts,” checked the spelling in their picture dictionaries and copied the words on the board or in their notebooks. Then they checked what they had written with a partner.

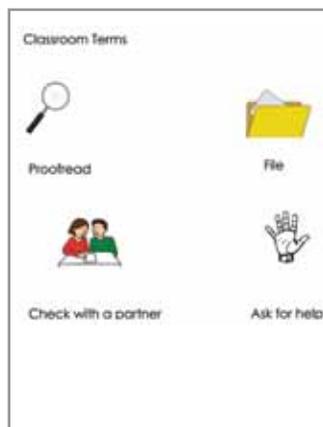
- **Using bulletin boards**

Monitor learners as they complete learning activities and identify gaps in their use of learning strategies. Create a bulletin board and post a weekly challenge related to a particular strategy.



- **Using wall posters**

Use the previous steps in the process of strategy instruction to create a wall poster with learners and refer to it when learners use the strategy.



Some learners may have specific learning strategies that they need to work on. The sections called *An Approximate Progression of Skills and Strategies* on pp. 17–18 of the *CLB: ESL for ALL* document can be used to identify learning strategies that learners already use and possible gaps or needs.

Through a collaborative process, the learner and the instructor can determine one specific area that needs improvement and discuss possible actions the learner can take towards achieving their goal. As an example, a learner who constantly misplaces files in his/her learning portfolio can be guided towards setting a goal of managing information and documenting success. In class, the learner can work towards this goal by ensuring that he/she:

- Files learning artefacts in the portfolio;
- Organizes artefacts in the portfolio by skills;
- Completes the portfolio inventory; and
- Asks for help if something is not clear.

It is better to focus on one skill/strategy at a time so that learners don't become overwhelmed, but once they show improvement in one area of the continuum, they can move on to another.

To keep track of learning strategies over a longer period of time, instructors may find it useful to use a tracking sheet similar to the one to the right. (See page 243 in the Kit for a larger view). The handout lists the overall goal, as well as the activities the learner is working on to achieve the goal. It also includes specific check-in dates to help both the instructor and the learner monitor and reflect on progress. Having the learner sign their name after each check-in ensures accountability in the process.

My Learning Goals

Goal: Organize materials in my portfolio.

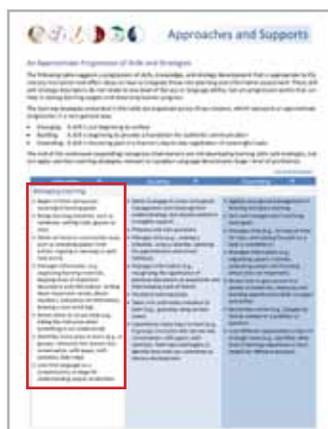
Activities:

1. Organize materials in my portfolio.
2. File an activity in my portfolio.
3. Complete the portfolio inventory and save in the portfolio.
4. Ask for help if needed.

Check-in dates:

Date: December 16, 2017	Signature: _____
Date: December 30, 2017	Signature: _____
Date: January 13, 2018	Signature: _____
Date: January 27, 2018	Signature: _____

To keep track of a range of learning strategies over a longer period of time, instructors may find it useful to use a tracking sheet similar to the one below. See p. 237 for a larger view of the handout.



Learning Strategies Needs Assessment
to be completed together with the instructor

Name: _____ Date: _____

Manage Learning	Beginning	Almost	Success
Set learning goals			
Bring learning materials to class	11/09/2017	12/29/2017	01/09/2018
Work at home			
Keep a learning portfolio	12/12/2017		
Ask for help			
Use first language for learning			

Incorporating Numeracy in Literacy Lessons

Targeted learning strategies may include areas that the whole class needs to work on (as needs arise) or Reading and Writing tasks often include embedded numeracy components. These may pose challenges for some ESL literacy learners, yet be manageable for others who may have more developed numeracy abilities. There is not a direct correlation between an ESL Literacy learner’s numeracy skills and their literacy/CLB levels of ability. Instructors should consider individual gaps and needs in this area, to determine when and to what extent numeracy needs to be addressed in lessons. Generally speaking, it is recommended that numeracy be addressed within the context of a specific task and not in isolation.

The *CLB: ESL for ALL* document (p. 19) organizes numeracy skills into five categories:

- Number concepts
- Money concepts
- Measurement concepts
- Time concepts
- Data concepts

There are two common ways in which numeracy skills can be incorporated into daily instruction:

- Addressing numeracy concepts embedded in a Reading or Writing task; and
- Using a Reading or Writing task as a context for further addressing numeracy skills.

Example of numeracy concepts embedded in a Reading or Writing task

Age	Dosage ml
0-3 months	Talk to a doctor
4-11 months	1
12-23 months	1.5

In a Reading task where learners need to get information about dosage on a medication label (CLB 2L– Sample Tasks – II. *Comprehending Instructions*), ESL Literacy learners may experience difficulties identifying how much medication is needed if ages are listed as a range (e.g., 0–3 months). Some learners may not be aware that “0–3” incorporates “0, 1, 2, 3”. In this case, explicit instruction would be needed for learners to complete the task.

As an extension to the previous activity, learners could be asked to calculate when the medication should be taken, based on the dosage instructions.

For more ideas on numeracy instruction and a detailed description of numeracy skills progression, refer to pp. 19–22 in the *CLB: ESL for ALL* document.

Incorporating Digital Literacy Skills in Literacy Lessons

Digital literacy includes the skills, abilities and knowledge to:

- use different software applications and hardware devices (e.g., computer, mobile phone and the Internet);
- understand and critically evaluate online content; and
- use digital technology to communicate with others, obtain and share information, and complete tasks.

ESL Literacy learners come to class with varying digital literacy skill levels. Their skills and abilities in this area do not necessarily correspond to their language proficiency or literacy levels. Instructors should conduct a needs assessment to determine the skills and aspects of digital literacy that are most needed.

Part 1 of *ESL for ALL* includes a section on digital literacy that includes strategies for teaching digital literacy at all levels, as well as skill a progression chart covering in three main areas of digital literacy:

- Developing familiarity with digital technologies;
- Understanding information with digital technologies; and
- Creating with digital technologies.

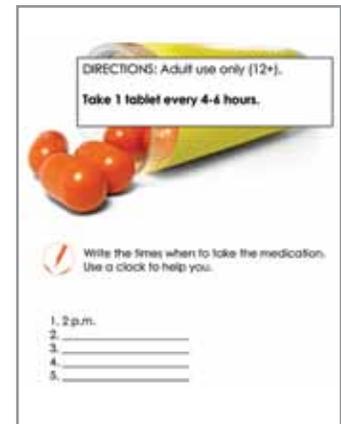
In the classroom, practice activities can include ones that have an embedded digital literacy component, as well as ones where the focus of instruction is on the technology itself.

Example of a task with embedded digital literacy skills:

Learners find the address, telephone number and hours of operation of a nearby medical clinic online.

Example of a task to develop an understanding of the technology:

Learners name the parts of a computer or label a diagram to develop vocabulary.



Digital Literacy Podcast

A podcast on teaching digital literacy skills can be found on CCLB's bookshelf (<http://bookshelf.language.ca>). In the podcast, four ESL Literacy instructors share hands-on ideas and discuss approaches for building digital literacy in the classroom, including needs assessment and goals, strategies for learning and transferring digital skills, how to introduce a device or a program, and ideas for projects. They discuss the following ten tips for instructors:

1. Consider what you want your learners to be able to do with technology.
2. Help learners develop strategies for learning digital skills.
3. Help learners transfer their digital skills.
4. Don't make assumptions about what your learners can do.
5. As learners increase their online skills, they also need to be taught about online safety.
6. Consider access to devices and the Internet.
7. Be willing to play and learn yourself, and have strategies for finding answers.
8. Model skills for learners.
9. Focus on the digital skills first, before worrying about language or literacy content.
10. Once you build basic digital skills, use technology as a tool for learning language and developing literacy.

For a sample lesson plan that addresses digital literacy skills, see pp. 163.

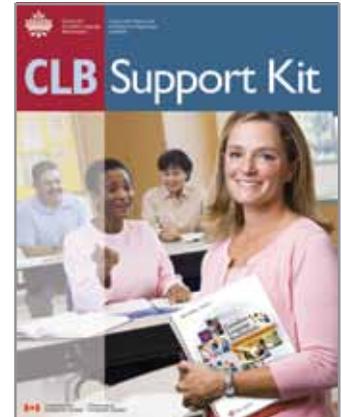
Incorporating Sociolinguistic Knowledge in Literacy Lessons⁵

The following are some strategies for incorporating sociolinguistic elements in CLB-based literacy lessons:

1. Use learner needs as a starting point for teaching pragmatics. Consider the tasks that learners will be practising in class and the contexts in which the tasks will take place.
2. Do a task analysis to determine the pragmatic elements embedded in the task that may need to be taught. Begin by looking at the CLB document for possible sociolinguistic elements (e.g., using appropriate courtesy formulas; using acceptable gestures and body language in specific situations; and using language and content that are appropriate to the intent of the message and the social context).

An example of an activity addressing pragmatic elements in a CLB 1L Reading task is having learners match images and messages in greeting cards (e.g., birthday, get-well cards) with the receiver (e.g., teacher, friend, child, or family member).

3. Provide explicit instruction about pragmatics. The *CLB Support Kit* (pp. 85–87) outlines a procedure for teaching pragmatics that includes awareness-raising activities, explanations of pragmatic points, cross-cultural awareness, and communicative practice activities.



⁵ See note on page 36 regarding terminology.

Planning ESL Literacy Instruction: A Classroom Example

The next few pages of the Support Kit follow the process of planning and implementing a CLB 2L Reading lesson, in which the real-world task goal is to understand a personal story, so that learners can later share their own stories of coming to Canada.

Class profile

Nicole teaches a class of 12 to 15 learners with literacy needs, two nights per week, three hours per class. The majority of learners are working towards CLB 2L in Reading and Writing. Their Speaking and Listening skills range from CLB 2 to 4.

Background Information

In an initial needs assessment, most learners prioritized wanting to be able to use English to obtain basic services because many of them have recently immigrated to Canada. The Reading task in this lesson provides a segue to future lessons where learners will make simple requests for services, give very basic personal information about themselves orally, and fill out simple forms to obtain services.

Step 1: Select a real-world task goal

In this lesson, Nicole is focussing on the real-world task of understanding a simple text about someone's experience of coming to Canada, so that learners will be able to talk about their own experiences. The task relates to the CLB 2 competency below:

IV. Comprehending Information

- Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations and topics.

Step 2: Select/develop a Reading text

Nicole created a Reading text for her class, shown below. To ensure the text was level-appropriate, she consulted the Conditions for Learning on p. 50 of the *CLB: ESL for ALL* document and identified that continuous texts for CLB 2L should:

- have large, clear font and a very simple layout;
- include lots of white space;
- be short (5 to 7 very simple sentences);
- consist of very simple, concrete and factual language; and
- have relevant visuals to support meaning.

Nicole's instructor-made text below is personally relevant, as most learners in her class are family-class immigrants. They often share stories of family members being reunited through sponsorship programs.

Part 1: Carla's first months in Canada



Image of woman. Image by Alamy Stock Photo. CC BY 3.0 Photo Credit: iStockphoto.com/James Ford Ltd. <https://www.istock.com/stock-photo/100494044>



Plane. pixabay free image
<https://pixabay.com/en/airplane-image-488217/>

Carla is a newcomer to Canada.
 She was sponsored by her husband.
 They got married 6 years ago in Morocco.
 They have a 5-year-old daughter.
 Carla misses her home.
 She hopes to start a new life in Canada.

Step 3: Analyse the Reading text for language skills and strategies

Nicole uses the *Overview of Continuum Strands for Reading Skills Development* (p. 108 of the *CLB: ESL for ALL* document) to determine literacy aspects that are relevant to the text and then uses the chart that follows to brainstorm how to address these in the lesson.

Oral Communication

- have learners share personal experiences in relation to the text (prompt by asking questions)
- review familiar words that learners will be able to recognize in text (months, Canada, husband, home country, get married, daughter, 6 years, 5-years-old)
- build relevant oral vocabulary (e.g., newcomer, immigration, sponsor, new life, hope)

Developing visual, perceptual skills	Processing visual information: pictures, symbols, graphs & charts	Decoding text & recognizing spelling patterns, syllables	Vocabulary & developing sight words	Understanding word order & sentence patterns	Navigating & understanding text conventions, formats & layouts	Reading with comprehension fluency & expression:	Reading with social & critical awareness
<ul style="list-style-type: none"> - have learners look at the title; elicit why it is bigger and bold - have learners make predictions based on the title - have learners create their own titles after reading the story 	<ul style="list-style-type: none"> - have learners use photos to predict text, identify familiar words and label pictures for new vocabulary 	<ul style="list-style-type: none"> - have learners notice -ed endings in "sponsored", "married"; drill, practise with other familiar words "learned", "listened", etc. 	<ul style="list-style-type: none"> - have learners practise reading words by sight: hope, start, have, home 	<ul style="list-style-type: none"> - have learners use word cards to reconstruct the story - colour code cards (e.g., blue for subject) and have learners notice the role/ position of the subject in the sentence 	<ul style="list-style-type: none"> - have learners look at the text and elicit format: story, paragraph 	<ul style="list-style-type: none"> - compare predictions with the text - practise reading aloud with a partner - practise reading to answer questions orally (How old is Carla's daughter? etc.). 	<ul style="list-style-type: none"> - elicit what the text is about - have learners retell the story - have learners share their own stories based on the text

Step 4: Incorporate other aspects of literacy development

Next, Nicole considers the learning strategies, numeracy and digital literacy skills, as well as any sociolinguistic aspects of the task that could be addressed.



• Learning strategies

Before reading: Nicole uses a template to scaffold pre-reading predictions and record target vocabulary.

While reading: Nicole encourages learners to highlight new words and keep a vocabulary log.

After reading: Nicole encourages learners to use a checklist to help them monitor their Reading practices (individually or with a partner).

- **Numeracy**

Although this text contains some numeracy elements, Nicole’s learners can already use numbers to express age and time. Nicole plans a future numeracy project that her learners could do together, which is to calculate how much money Carla’s family will need per month (e.g., for rent, food and clothes).

- **Digital literacy**

Comprehension of this text does not require digital literacy skills. However, in subsequent lessons, Nicole would like to introduce the web-mapping application, Google Maps, to show learners how to search for immigrant services in the community.



- **Sociolinguistic knowledge**

This text does not include any specific sociolinguistic elements that Nicole needs to point out; however, she does want learners to talk about the feelings and experiences they had in their first few months in Canada and possibly elicit some advice from them for Carla.

Step 5: Consider possible extension activities

Nicole decides on the following extension activities:

- Create additional texts based on Carla’s first few months in Canada to discuss other settlement needs/services, and to recycle and to spiral knowledge, skills and strategies introduced in the first three texts.
- Invite a guest speaker (settlement worker) to talk about a settlement service offered in the community;
- Have learners work in groups to search online for information about nearby settlement services for Carla (e.g., language classes, a school for her daughter, and where to get a health card and driver’s licence); and
- Create a neighbourhood map with the locations of important services.

Step 6: Plan lesson activities

Nicole now begins to create the first lesson of a series based on her identified real-world task goals. In the lesson procedures, she will determine which activities are done as a class, and which are done in groups/pairs or individually. While planning, she will go back to the *Continuum of Literacy Skills* to identify appropriate strategies for a few learners in the class who have been struggling with decoding text. She will also consider ways to differentiate instruction and assessment for a few learners working towards lower or higher benchmark levels.

The following are some of the activities she includes in the lesson:

- Introduce the agenda at the beginning of the lesson and refer to it when learners are doing their reflections at the end;
- Have learners make predictions about the reading, using visuals;
- Have learners compare their initial predictions with the actual story;
- Read the story aloud (modelling) for learners to follow along; then have learners read aloud with a partner;
- Have learners retell the story to check their comprehension;
- Have learners reflect on their learning or performance: whether they thought their reading was clear, whether it was better after practising, and what they did to identify (or try to understand) new vocabulary; and
- Have learners identify how the story they read applies to their own life and how they could use new words in the story outside of class.

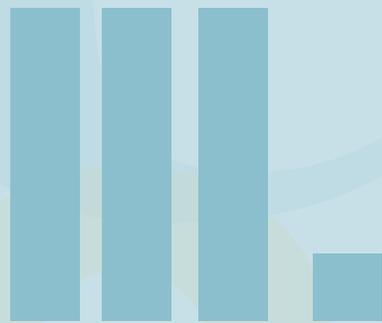
The following are some classroom strategies Nicole uses:

- Have learners use highlighters to identify new vocabulary in the text (e.g., “sponsored by”);
- Clap to indicate the rhythm of the text;
- Clap to recognize all of the syllables in a word (e.g., “newcomer”);
- Have learners stand up and change partners (change of positions/movement);
- Have learners point to/find a word in the text (e.g., “married”);
- Encourage learners to ask for help if they don’t understand something;
- Have learners read aloud (using text and words on the board and cards); and
- Use gestures to aid memorization of new words.

To view Nicole’s lesson plan for this task, the additional readings and a possible assessment task, see pp. 138–150.

A video called *An Interactive Model for Teaching CLB with ALL* presents Nicole's lesson using the first text in a series of lessons on *Telling Personal Stories*. The video illustrates the activities and explicit strategies she used in the class to help learners perform the CLB-related task of understanding the purpose and some basic details in a very simple, short text about someone's experience of coming to Canada. To view the video, go to the CCLB Bookshelf: <http://bookshelf.language.ca>.





PLANNING & ASSESSMENT: A FOCUS ON ASSESSMENT





PLANNING & ASSESSMENT: A FOCUS ON ASSESSMENT

Introduction to Assessment

Because learners with literacy needs are working towards mastery of the same benchmark competencies as literate learners, the principles, processes and strategies for assessment in an ESL Literacy class are the same as those used in mainstream adult ESL classes. There are, however, some important distinctions between the two types of learners that affect assessment practices:

- For ESL learners who have had little or no formal education, the processes of instructor, peer and self-assessment are likely unfamiliar. It is important to familiarize ESL Literacy learners with the purpose and process of classroom assessment to help them see the value in these types of activities. Assessment needs to be clearly connected to the activities done in class, so that the purpose is clear to them.
- Learners with literacy needs will be working at a much slower pace than their literate counterparts and it is expected that it will take them much longer to meet the requirements for achieving a Reading or Writing benchmark level. They will need a significant amount of scaffolding (skill-building activities) and multiple opportunities to practise the target task (skill-using activities) before they will be ready to be assessed.
- Learners with literacy needs will require accommodations during the assessment. These could include allowing more time to complete the assessment task; offering alternative ways to show mastery (e.g., pointing to an answer on a Reading comprehension assessment rather than giving a written response); or changing the layout of the assessment task/tool. The idea is not to change the assessment task but to change some of the conditions under which ESL Literacy learners perform the task.
- For ESL Literacy learners at Foundation L level, it is important to break down outcomes into incremental observable skills to measure progress, rather than trying to assess a task that may involve multiple skills or abilities. For examples of sample tasks for Foundation Literacy that demonstrate this process, see the *CLB: ESL for ALL* document, pp. 37–40 for Reading and pp. 73–76 for Writing.

Assessing ESL Literacy Learners and PBLA

The assessment strategies and processes outlined in this section are consistent with Portfolio-Based Language Assessment (PBLA), a classroom assessment approach that is implemented in government-funded adult ESL Literacy and ESL classes across Canada. The emphasis in PBLA is on assessment that promotes learning (assessment *for* learning), and is characterized by the following practices:

- Assessment is a planned activity that occurs throughout the teaching and learning process, as opposed to occurring mid-term or at the end of a teaching cycle (assessment *of* learning).



- The tasks used to assess learner progress are real-world communicative language tasks that are aligned to the CLB. They are appropriate to the literacy levels that learners are working towards and are designed in a way that is comprehensible to learners.
- The results of an assessment help to determine areas of ability that ESL Literacy learners have achieved, as well as any gaps in learning. These results will also inform future planning.

Assessment for Learning: Strategies

Assessment experts identify five key assessment strategies that lead to significant improvements in learning:

1. Learners have a clear understanding of what the learning goals and intentions are, as well as the criteria that will be used to assess their performance.

The learning goals are informed by information from a number of sources: the goals of the program, the CLB standard, learner feedback on needs assessments, and information from ongoing activities and assessments in class.

The criteria used to assess proficiency are consistent with the descriptors in the CLB and directly relate to what was taught in class. It is important that learners have a clear understanding of the criteria used to assess them and what constitutes successful performance of the task. Ideally, the process of identifying and creating the assessment criteria involves input from learners.

2. The instructor uses learner participation in classroom activities to elicit evidence of learning and identify gaps that need to be addressed in subsequent lessons.

Learner engagement in classroom activities can be an invaluable source of information about what learners already know and are able to do, as well as the skills and strategies that still need further practice.

3. The instructor provides ongoing, action-oriented feedback that moves learners forward in their learning.

Feedback to learners, including those with literacy needs, involves information about what they did well and what they need to improve, as well as small, manageable steps they can take to move learning forward. Research suggests that feedback involving concrete strategies for improvement (e.g., *Next time, try... XYZ strategy*) is much more effective than feedback that simply states the issue (*You spelled ___ wrong.*) or feedback that is ego-boosting (*Good try!*).⁶

⁶ Leahy, S., Lyon, C., Thompson, M., & William, D. (2005). *Classroom assessment: Minute-by-minute and day-by-day*. *Educational Leadership*, 63(3), 19–24.

4. Learners are given opportunities to support one another through peer assessments.

Collaborative learning is an important skill for ESL Literacy learners to develop and an effective way to help learners progress. Research suggests that when learners give feedback to each other, their own work often improves because they have a clearer idea of what successful performance looks like⁷. Learners can also support one another by explaining a strategy they used successfully to their classmates.

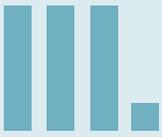
5. Learners are given opportunities to develop the skills to take ownership of their learning.

Learner self-assessment and reflection are two ways that learners can begin to take ownership of their learning. Engagement in these activities helps ESL Literacy learners develop important metacognitive skills related to planning and monitoring their learning.

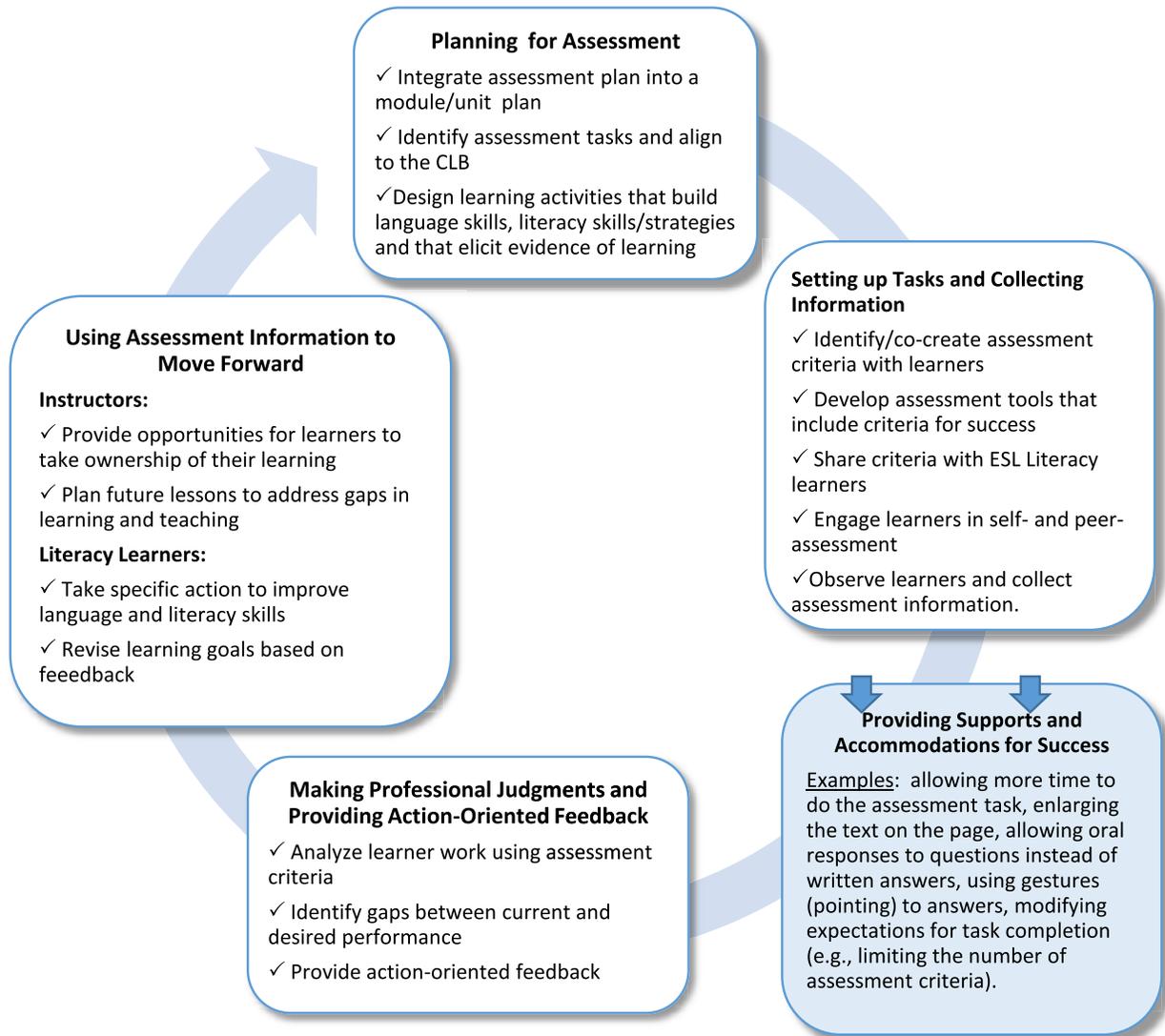
The Assessment Process

Assessment is a continuous cycle that begins in the planning stage. The one significant difference between assessing ESL Literacy learners and learners in mainstream ESL classes is the instructor's provision of supports and accommodations to help ensure success. The illustration that follows outlines the various steps in the assessment process that apply to all assessment practices, and includes examples of some supports and accommodations that can be used when assessing ESL Literacy learners.

⁷ *Ibid.*



A Model of the Assessment Process



Adapted from: *Integrating CLB Assessment into Your ESL Classroom*, (2016), Chapter 1, p. 8.

Using the *CLB: ESL for Adults* and the *CLB: ESL for ALL* to Plan for Assessment

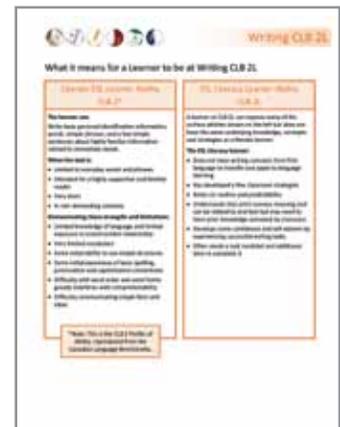
When developing assessment tasks for learners with literacy needs, instructors will need to refer to both the *CLB: ESL for Adults* and the *CLB: ESL for ALL* documents. The following are some possible steps to take when developing assessment tasks aligned to the CLB in an ESL Literacy class.

Step 1: Choose an assessment task.

The assessment task relates to the real-world task goal identified in the module/unit plan. For example, in the sample module plan for CLB 2L: Telling Personal Stories (pp. 136–137), the instructor may want to assess the Writing task (*Write a few short sentences about own experience coming to Canada.*).

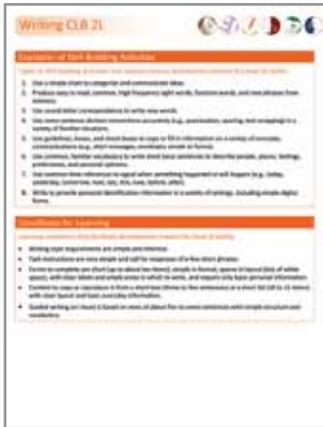
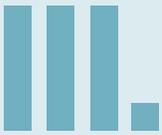
Step 2: Begin to align the task to the CLB.

For Reading and Writing tasks, refer to the learner profiles in Part 2 of the *CLB: ESL for ALL* document (first page of the CLB outlines) to see what a learner can do at a particular literacy level. These pages present the descriptors for literate ESL learners, alongside additional descriptors to consider for ESL Literacy learners, and can help instructors get a sense of the expectations ESL Literacy learners are working towards within that level.



For Speaking and Listening, check the *Profile of Ability* at the beginning of each stage in the *CLB: ESL for Adults* document.





Step 3: Ensure that tasks/texts are level-appropriate.

For Reading and Writing tasks, refer to the pages called *Conditions for Learning* in Part 2 of the *CLB: ESL for ALL* document (second page of the CLB outlines). These pages describe specific features of communication, such as text/task length, complexity, language, etc., that will help to ensure that tasks/texts are level-appropriate.

For the assessment task of writing about personal experiences when coming to Canada: at CLB 2, the task should be guided writing (or cloze), 5 to 7 sentences long, and using simple structures and vocabulary.



For Speaking and Listening tasks, refer to the pages called *Some Features of Communication* at the end of each stage in the *CLB: ESL for Adults* document.

Step 4: Identify CLB competencies.

For all four skills (Listening, Speaking, Reading and Writing), refer to the *CLB: ESL for Adults* document for:

- competency areas
- competency statements
- indicators of ability related to the assessment task



These have also been identified in the module plan (see p. 136).

Step 5: Identify assessment criteria.

The indicators of ability (selected previously from the *CLB: ESL for Adults* document) are a good source from which to draw assessment criteria. To illustrate: the previous assessment task of writing about personal experiences coming to Canada relates to the competency area *Sharing Information*. The corresponding competency statement is: *Write a few words to complete a short, guided text or answer simple questions to describe a personal situation.*

Some possible criteria for assessment from the indicators of ability are:

- Writes personal details in response to a few short questions;
- Follows some spelling and punctuation conventions; and
- Writes legibly.

Additional ideas for assessment criteria may come from the pages called *What it means for a Learner to be at...* in the *CLB: ESL for ALL* document. For example, the profile for Writing CLB 2L says that the learners at this level have some initial awareness of basic punctuation and capitalization conventions. Either or both of these could be included as assessment criteria if they were taught and practised in class.



Ensure that the criteria for assessment are appropriate for the task.

For Reading and Listening assessments, also ensure the comprehension questions relate directly to the criteria. For example:

Criteria – *Identifies purpose.*

Comprehension Question – *What is the flyer for?*

Assessment Tool:

- Holistic Criteria
- Analytic Criteria
- Comments
- Successful Performance

Writing (ESL E-W Writing Information)

Name: _____ Date: _____

Task: Write About Yourself

Yes	✓ Yes (for 2+ sentences)	Comments
Completed sentences with correct words.		
Printed clearly.		
Used correct capitaling.		
Used correct punctuation.		

Yes: 3-4 ✓ Almost: 2 ✓ Not yet 0-1 ✓

Step 6: Create an assessment task or tool.

The next step is to create an assessment task or an assessment tool (for the productive skills).

Tools created for Speaking and Writing assessments can be used to record learner performance and to give feedback. They include holistic criteria related to overall performance of the task, as well as analytic criteria reflecting specific aspects of the communication (e.g., spelling, legibility and vocabulary). They should also give explicit information about what constitutes success and include space for action-oriented feedback. Assessment tools for literacy can be in the form of rating scales or checklists. See p. 150 for a larger view of the Writing handout.

Assessment Task:

- Comprehension questions (e.g., sample to the right) or a task (e.g., fill in a calendar with information in a text) to demonstrate comprehension
- Comments
- Successful Performance

Reading (CLB 2L-IV)

Name: _____ Date: _____

Circle the correct answer.

1. Who sponsored Catal? husband father brother

2. What country is Catala from? Canada Morocco Pakistan

3. How many people are in her family? 2 3 4

4. How old is her daughter? 6 10 8

5. How does Catala feel? 😊 😐 😞

Comments:

Success = 3 to 4 correct Almost = 2 to 3 correct Not yet = less than 2 correct

For Listening and Reading, learners are given an assessment task (e.g., answering comprehension questions or another task to demonstrate comprehension) and are informed about what constitutes successful performance (e.g., number of correct answers needed to be successful). The task can also include space for action-oriented feedback. See p. 146 for a larger view of the Reading handout to the left.

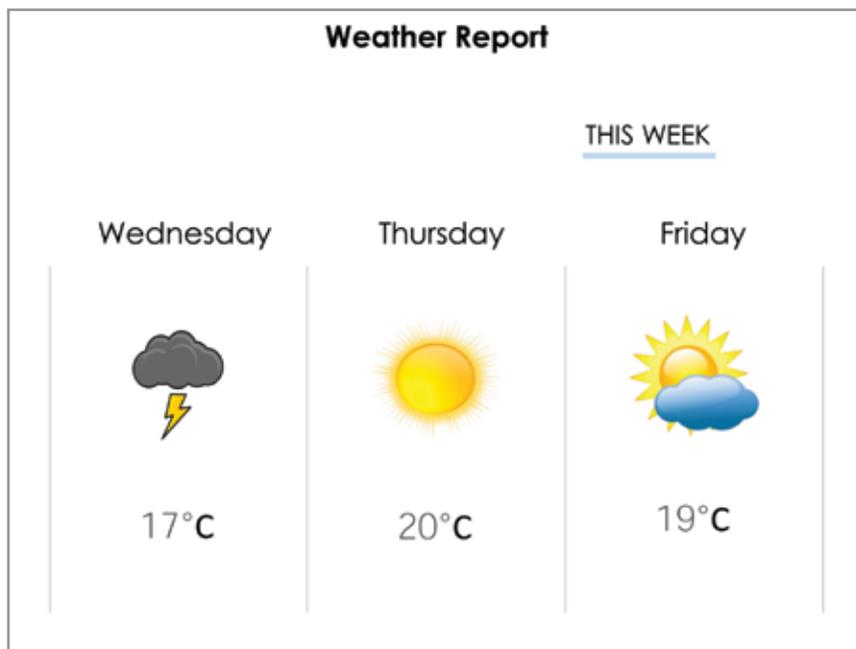
Considerations for Assessing the Receptive Skills

When creating assessment tasks for the receptive skills (Listening and Reading), it is important to consider different levels of comprehension beyond identifying the concrete factual details in the text.

Experts agree that there are three levels of comprehension involved in understanding listening and reading texts:

- **Literal:** which includes comprehension of factual details (e.g., who, what, when, where);
- **Interpretive:** which includes making inferences about information in the text; and
- **Applied:** using the information in the text in some way.

The following are examples of comprehension questions that illustrate the three levels of comprehension for an authentic Reading task at a CLB 1L in which learners have to understand the weather chart to make a decision on when to take their children to the park.



Images from Pixabay

Literal: What is the temperature on Thursday?

Interpretive: What does this mean?  / Is it colder on Wednesday or Friday?

Applied: When will you go to the park? What will you wear?

Note that learners may need explicit instruction to be able to answer questions 2 and 3.



Giving Feedback to ESL Literacy Learners

Giving feedback that helps learners improve is an important aspect of assessment for learning. The following are some important considerations when giving feedback to ESL learners in general and ESL Literacy learners specifically:

1. Feedback to all learners should include comments about what they did well and about areas they still need to work on. It is action-oriented and provides specific strategies that learners can use (e.g., proofread writing before handing it in) or concrete things they can do to improve their performance of the task (e.g., Put a capital letter at the beginning of each sentence).
2. Feedback to ESL Literacy learners, in particular, should focus on just one key point that is vital to the performance of the task, so that they are not overwhelmed and are able to make incremental improvements.
3. ESL Literacy learners need to be guided through the feedback. It is not enough to simply identify or inform them about a helpful strategy. They will need explicit instruction, modelling and guidance on how to use the strategy to improve their work.
4. ESL Literacy learners should always be given opportunities to apply the strategies identified in the feedback to other tasks in different contexts so that skills development is reinforced.
5. ESL Literacy learners should be given opportunities to engage in peer and self-assessments. Learners can be given very simple tools with a limited number of criteria that they can circle or check off.

Assessment Management Considerations

- It is important that ESL Literacy learners have a clear understanding of the criteria used to assess them and the expectations for completing the task successfully, before they do the assessment.
- After the assessment has been completed, take time to review the assessment tool and give action-oriented feedback based on the initial expectations communicated to learners.
- After reviewing the task and the assessment tool, build in additional time for learners to inquire about the action-oriented feedback, add the assessment task to their inventory, and file the item into the appropriate section of their *Language Companion*.

ESL Literacy learners will need a considerable amount of time initially to adapt to assessment routines. However, the process will eventually become smoother and faster, as they become accustomed to routines and develop more independence.

For detailed information on assessment practices, refer to *Integrating CLB Assessment into your ESL Classroom* on CCLB's bookshelf (<http://bookshelf.language.ca>).

Learner Peer and Self-Assessments

Research shows that peer and self-assessments lead to greater learner autonomy and improved performance.⁸ When learners engage in self-assessment, they are making judgements about how well they performed, in relation to the assessment criteria and their language learning goals. Self-assessment helps to reduce dependence on the instructor for feedback on performance. Research also indicates that engaging in peer assessment leads to a significant improvement to learners' own work because the process helps them internalize what successful performance on a task looks like in the context of someone else's work.⁹ When the focus is on improvement rather than grading, learners are helping each other improve their work.

The processes of guided peer and self-assessment may be new to ESL Literacy learners. Here are some strategies for introducing these concepts:

- Introduce the process gradually to build familiarity. Encourage learners to self-assess when working on skill-building and vocabulary practice activities (e.g., labelling pictures, working with flashcards or reviewing new words).
- Begin by focusing on the tangible aspects of the task that are easier for learners to identify and internalize. In the self-assessment example on the right, learners answer yes/no questions about words they had circled on a form (words they could also see, touch and manipulate on their desk, if needed).
- Explain and demonstrate how peer and self-assessments are done.
- With peer assessment, be mindful of class dynamics. Partner learners who have good working relationships with each other. Explain the purpose of the peer assessment and how learners can benefit from it.
- Provide ongoing opportunities to engage in these activities, so that they become part of the classroom routine. For example,
 - o Have learners compare their writing drafts and identify which one is better and why.
 - o For Foundation level, have learners compare two samples of their writing (e.g., first and last name, letters, words) and place a sticker next to the one they identify as the better of the two.


SELF-ASSESSMENT
CLB 2L-11

Task: Identify personal information words on a simple form.

My name is _____		
Today is _____		
I can find...	Circle YES or NO	
- the name box	YES	NO
- the address box	YES	NO
- the city box	YES	NO
- the province box	YES	NO
- the signature box	YES	NO
- the date box	YES	NO
- the postal code box	YES	NO
- the phone number box	YES	NO

I look for the name at the top. _____

I look for the signature at the bottom. _____

The task is easy ok difficult.

⁸ "Assessment: The Bridge between Teaching and Learning," Dylan William <http://www.ncte.org/library/NCTEFiles/Resources/Journals/VM/0212-dec2013/VM0212Assessment.pdf>

⁹ *Ibid.*

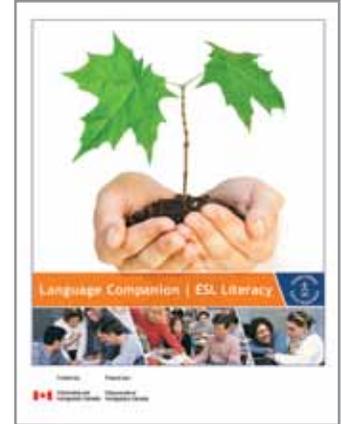
- Be sure to provide clear criteria for assessment that learners can understand. Also engage them in identifying possible criteria, so that they are clear about how to complete the task successfully.
- For writing tasks, provide a model (exemplar) of the completed task that learners can use to compare to their own work.

Adapted From LISTN: Classroom Assessment Toolkit.

- Consider including opportunities for self-assessment at the end of instructor-assessed tasks. For example: asking learners if they found the task challenging or easy; having learners identify how well they feel they performed by drawing or colouring shapes (e.g., out of 5 stars); or providing space for them to place stickers. For a larger view of the sample assessment tool on left, see p. 254.
- For speaking, consider recording pair or small group role-plays. In pairs, have learners play back the recording and ask questions to elicit what they think they did well and what can be improved (e.g., spoke clearly vs. it was difficult to understand, or should speak louder).
- Provide an answer key for the receptive skills so that ESL Literacy learners can mark their own and/or a classmate's work.
- For the productive skills, consider displaying criteria on chart paper for learners to reference while practising or completing a task and self-assessment.

The Language Companion for ESL Literacy

As part of the Portfolio-Based Language Assessment (PBLA) initiative, each learner who enters a government-funded language training program (including those with literacy needs) receives a *Language Companion* to house a learner’s learning portfolio. The *Language Companion* has several sections in a large three-ring binder. It includes basic reference material about Canada and helpful English for use in the classroom. It also includes a section called “My Portfolio,” in which learners store the portfolio artefacts they collect throughout the term. An additional section called “About Me” at the beginning of the portfolio allows learners to file information about their CLB levels, goals, needs assessments and learning reflections.



Instructors will need to provide ESL Literacy learners with guidance on how to use the portfolio section of the *Language Companion*. They will need help completing inventories of their portfolio contents, and doing the needs assessment and goal-setting activities. They will need to learn some vocabulary related to PBLA (e.g., portfolio, task, inventory, tab, section, etc.). They will also need step-by-step instructions to help them file their portfolio artefacts (skill-using and assessment tasks) in the correct sections of their portfolio. For example:

- 1) Take out your binder.
- 2) Open the Speaking tab.
- 3) Write the date.
- 4) Put your handout after the last one.

It is important that literacy instructors introduce PBLA concepts and processes gradually and incrementally, so that learners develop the skills and strategies needed for full implementation. Instructors can also use various techniques to support ESL Literacy learners in this process, such as:

- color-coding tasks by skill;
- using familiar templates; and
- using recognizable visuals with all learning materials, assessment tasks/tools and portfolio inventories (e.g., a consistent visual of a book to symbolize a Reading task or portfolio tab to indicate that the task is to be filed in the portfolio)

ESL Literacy Learner Conferences

In CLB-based ESL Literacy classes that are implementing PBLA, instructors meet with learners in short one-on-one conferences to discuss progress.¹⁰ These conferences provide an opportunity for learners to reflect on their progress and for the instructor to discuss next steps that will help learners move forward in their learning. Conferences usually begin by briefly discussing the expectations of the course and then helping learners review their goals and needs using the goal-setting and needs assessment handouts they have in their portfolios. They then review all the collected artefacts and discuss progress as well as next steps.

It is common for ESL Literacy learners to feel that they are not progressing quickly enough. They may need guidance in recognizing and identifying evidence of their progress. Learners should be given frequent opportunities to collaboratively review their portfolios with a partner, family member or the instructor. They should be encouraged to choose (and share) one or two artefacts that they are most proud of and that show progress. Instructors can also help learners recognize their achievements by providing them with a list of concrete achievements within a period of time. For example, being able to:

- read/spell/copy their name
- read their health card number
- copy their name
- read/copy their address/phone number

To help learners focus on next steps, they can be prompted to identify one or two things they couldn't do before they came to the class that they can do now, and something they would still like to improve.

LINC CLIC
LANGUAGE INSTRUCTION FOR
NEWCOMERS TO CANADA

Learner Conference Summary

First Name: _____ Last Name: _____
 Teacher: _____ Date Issued: _____
 Program Name: _____
 Program Address: _____
 Course Name: _____ Course Start Date: _____ Course End Date: _____
 Learner Assessment Period Start Date: _____ End Date: _____

CLB levels at the beginning of the assessment period. A, B, C complete a or B, not both.

	Listening	Speaking	Reading	Writing
A (Has achieved CLB level by assessment period)				
B (Working on CLB level by assessment period)				
C (Working on CLB level by assessment period)				

Number of CLB levels achieved: Complete on (B) Strengths and Progress (A) (B) Suggestions for Learning

Strengths and Progress

Suggestions for Learning

Signature: _____

Teacher: _____ Learner: _____ Administrator: _____

Revised October 2010

Learner Conference Summaries and Progress Reports

Instructors implementing PBLA are required to complete either a *Learner Conference Summary* or a *Progress Report* to report on learner progress. The *Learner Conference Summary* is used when learners have insufficient evidence to demonstrate achievement of the requirements for a benchmark level at the scheduled benchmark reporting period. The *Progress Report* is completed when learners have met the requirements for the CLB level in which they are working.¹¹

¹⁰ The number and frequency of learner progress conferences depends on the structure of the program. For specific information about conference schedules, see the *Portfolio-Based Language Assessment (PBLA): Guide for Teachers and Programs*, p. 53.

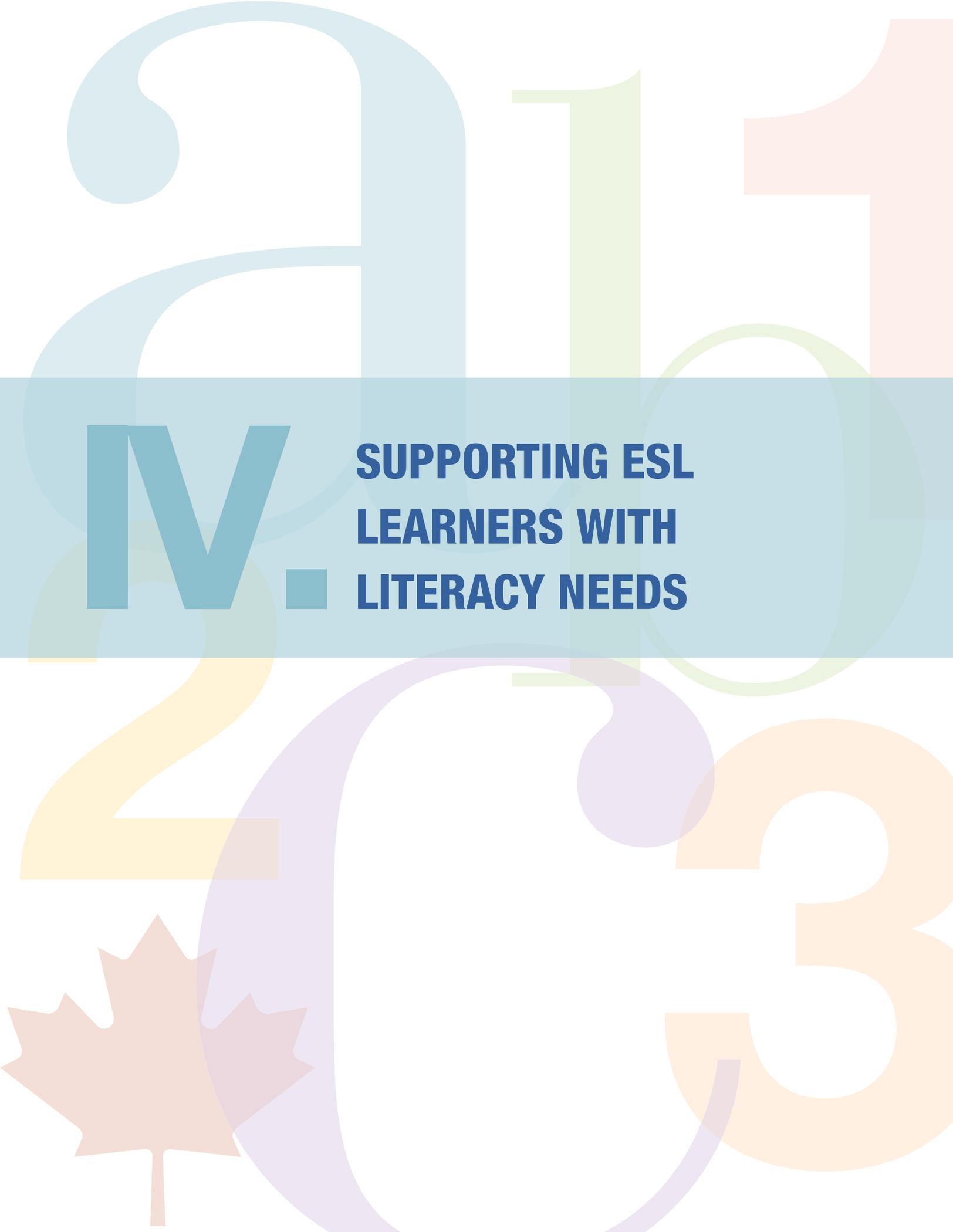
¹¹ According to the 2013 *National Placement and Progression Guidelines*, a CLB level of completion can be associated with most or all of the descriptors for the benchmarks assigned in each of the four skills. Achievement in only one or two of the competencies means that the learner has not achieved the CLB level. In PBLA, achievement is determined by looking at a learner's overall performance on at least 8–10 skill-using or assessment tasks for each skill (Listening, Speaking, Reading and Writing) in their portfolio.

ESL Literacy learners will likely have difficulty understanding elements of these reports and will need clear explanations in terms they can understand.

Facilitate the discussion by giving feedback using concrete examples from the learner's portfolio. At the end of the conference, give the learner a copy of either the *Learner Conference Summary* or the *Progress Report* for their portfolio.

The form is titled "LANGUAGE INSTRUCTION FOR NEWCOMERS TO CANADA" and "Learner Progress Report". It includes fields for First Name, Last Name, Date Issued, Program Name, Program Address, Course Number, Course Start Date, Course End Date, Learner Assessment Period Start Date, and End Date. It also features a table for CLB levels (A1, A2, B1, B2, C1, C2) with columns for Listening, Speaking, Reading, and Writing. Below the table is a section for "Summary of Learner Conference" and "Comments on (a) Strengths and Progress AND (b) Suggestions for Learning". There are also signature lines for Teacher, Learner, and Administrator, and a date field.

For specific tips and strategies on introducing and implementing PBLA in an ESL Literacy class, see pp. 21–22 of the *Portfolio-Based Language Assessment (PBLA): Guide for Teachers and Programs*.



IV

SUPPORTING ESL LEARNERS WITH LITERACY NEEDS



N. SUPPORTING ESL LEARNERS WITH LITERACY NEEDS

This section presents strategies for instruction and assessment in classes that address more than one CLB-L level. Strategies for supporting ESL Literacy learners in mainstream ESL classes will also be presented.

Multi-level Instruction

Classes that comprise a range of CLB literacy levels are particularly challenging for instructors. One approach to planning and assessment for multi-level literacy classes is based on a framework developed by Peter Skehan (1998).¹² Skehan presents three factors that affect the difficulty of a task: code complexity (the linguistic requirements of a task); cognitive complexity (the amount of processing required to complete a language task); and communicative stress (the conditions under which the task is performed).

- 1. Adjusting the linguistic requirements of a task/text.** This involves modifications to the structures and vocabulary (simple versus complex) in a text. It could also involve adjustments to the linguistic requirements of a task. For example; having ESL Literacy learners write a simple grocery list is less linguistically demanding than writing a note to a family member that includes specific dietary considerations as well as the grocery list.
- 2. Adjusting the amount of thinking required to complete a task.** This could include:
 - Using predictable and familiar tasks, texts or topics;
 - Presenting concepts that are concrete rather than abstract;
 - Focussing on genres that are easier for learners to process (e.g., informal notes and simple lists are simpler genres to understand and produce than formal business messages.);
 - Engaging learners in linguistic tasks that are easier for them to complete (e.g., identifying the best-before date on a very simple food label is easier than understanding the ingredients and instructions on a more complex label.);
 - Organizing information in a way that is clear and easy to understand (e.g., by adjusting font sizes, adding visuals to support understanding, including sufficient white space on the page.); and
 - Designing assessment tasks that are very similar to the learning tasks that ESL Literacy learners practised in class, with only slight modifications to content and no modifications to context.

¹² Skehan, P. (1998). *A cognitive approach to language learning*. Oxford, UK: Oxford University Press.

3. Communicative Stress: Adjustments can be made to the following conditions for completing tasks:

- Time limits and time pressure when performing a task;
- The speed at which language is presented (Listening texts);
- The length of texts;
- The amount of learner control over interactions (e.g., opportunities to ask for repetition or a slower pace);
- The type of response required: for example, pointing to an answer instead of writing it, providing multiple choices that learners can circle, and allowing oral responses to written comprehension questions;
- Limiting the number of participants in an interaction, and the number of characters/events in a text (single character/single event); and
- Listening or reading in segments with multiple repetitions.

Here are some additional accommodations that are specific to a literacy context:

- Including word banks to support task completion;
- Providing models (e.g., of completed texts) for learners to follow; and
- Allowing learners to refer to their notes when completing a task.

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Profiles of Ability Across Stage / Reading

CLB 1	CLB 2	CLB 3	CLB 4
Reading: - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text.	Reading: - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text.	Reading: - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text.	Reading: - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text.

In the *CLB: ESL for Adults*, the *Profiles of Ability* are organized in spiralling charts across CLB levels at the beginning of each stage for each skill, so that instructors can easily see progression.

Some Features of Communication Across Stage / Reading

CLB 1	CLB 2	CLB 3	CLB 4
Listening: - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text.	Listening: - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text.	Listening: - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text.	Listening: - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text.

Reading: Conditions for Learning

CLB 1	CLB 2	CLB 3	CLB 4
Reading: - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text.	Reading: - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text.	Reading: - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text.	Reading: - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text. - Understands the main idea of a text.

The spiralling charts called *Some Features of Communication* (*CLB: ESL for Adults*) provide graduated conditions for learners' performance of tasks at different levels, and are important references for Listening and Speaking skills. The *CLB: ESL for ALL* does not include comparable charts of the *Conditions for Learning* (for Reading and Writing); however, they are provided in this Support Kit on pages 290–293.

The *Competency Tables* at the back of the *CLB: ESL for Adults* document display the CLB competencies, indicators of ability and some features of communication across levels, which are useful for planning similar tasks at different CLB levels.

II. Reproducing Information - WRITING - Stage I			
Writing to reduce or reproduce information to summarize, learn, record or remember			
CLB 1 Initial Basic Ability	CLB 2 Developing Basic Ability	CLB 3 Adequate Basic Ability	CLB 4 Fluent Basic Ability
<ul style="list-style-type: none"> • Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks. [Texts to copy are 2 to 3 sentences in length, have clear layout and basic everyday information; lists have about 5 to 10 items.] - Copies letters, numbers, words and short sentences, including capitalization and punctuation. - Follows standard Canadian conventions and styles when copying addresses and phone numbers. - Copies text legibly; reader may still have difficulties decoding some letters and numbers. - Demonstrates strengths and limitations typical of Writing Benchmark 1, as listed in the Profile of Ability. 	<ul style="list-style-type: none"> • Copy a range of information, from simple lists or very short passages, for personal use or to complete short tasks. [Texts to copy are 3 to 5 sentences, have clear layout, and basic everyday information; lists have about 10 to 15 items.] - Copies letters, numbers, words, and sentences with correct capitalization and punctuation. - Follows standard Canadian conventions and styles when copying addresses and phone numbers. - Copies text legibly; reader may still have difficulties decoding some letters and numbers. - Copies text with no major omissions and only occasional copying mistakes. - Demonstrates strengths and limitations typical of Writing Benchmark 2, as listed in the Profile of Ability. 	<ul style="list-style-type: none"> • Copy or record a range of information from short texts for personal use. [Texts to copy are up to about 1 paragraph and have a clear layout; can include passages, directories, schedules, instructions, and dictionaries.] - Copies or records letters, numbers, words and sentences with correct capitalization and punctuation. - Follows standard Canadian conventions for capitalization, punctuation and other requirements of the genre. - Copies text legibly, causing only slight uncertainty in decoding for the reader. - Copies text with no major omissions and only occasional copying mistakes. - Demonstrates strengths and limitations typical of Writing Benchmark 3, as listed in the Profile of Ability. 	<ul style="list-style-type: none"> • Copy or record an expanded range of information from short texts for personal use. [Texts to copy are up to about 2 paragraphs and have a clear layout; can include passages, directories, schedules, instructions, directions, dictionaries and manuals; and may come from more than one source.] - Follows standard conventions for capitalization and punctuation; accurately copies other elements of formatting. - Copies text legibly, causing only slight uncertainty in decoding for the reader. - Copies text with no major omissions and only occasional copying mistakes. - Demonstrates strengths and limitations typical of Writing Benchmark 4, as listed in the Profile of Ability.

For the Profiles of Ability and Sample Tasks, see the Benchmark pages.

Spiralling competency statements

Spiralling features specific to the competency

Spiralling indicators of ability

In addition, instructors can draw from the *Continuum of Literacy Skills* on pp. 107–139 of *CLB: ESL for ALL*, in which literacy skills and strategies are listed through varying degrees of complexity.

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Multi-level Assessment

The assessment tasks below illustrate how assessment tasks were modified to accommodate two different CLB levels.

Sample Multi-level Assessment

Writing Fill out the form. You can use:

- Your ID
- An envelope with an address
- Your phone.

Apartment Rental

Last Name: _____ First Name: _____

Current Address: _____

Number Street Apt/Unit

City Province Postal Code

CLB 2 (write)

Home/Cell phone: _____

Date of Birth: _____

Email: _____

Do you have a car? Yes No

Driver's Plate Number: _____

In the sample assessment tool on the left, CLB 2L learners were required to complete more fields in the form than the learners at CLB 1L.

Reading

Read the flyer and answer the questions.

Your Local Pharmacy

Get your free flu shot today!
No appointment necessary

Monday - Friday
10:00 a.m. - 6:00 p.m.

Location: 210 Don Street, Your Town

Using the flu shot flyer on the left, learners at CLB 1L are asked to locate basic facts (days, time and address), while CLB 2L learners are required to make inferences about the text. In the images below, the instructor adjusts the conditions of the task by allowing CLB 1L learners to circle their responses on the poster (rather than writing their responses), and having CLB 2L learners provide written responses. See pp. 255–259 for these assessment tools.

For examples of Reading and Writing tasks that have been adapted for different CLB levels, see the *Differentiated Task Exemplars* beginning on p. 170 of this Kit. For additional information about assessing productive and receptive tasks in multi-level classes, see Chapter 5 of *Integrating CLB Assessment in your Classroom: Adapting Assessment for Multi-level Classes* on CCLB's Bookshelf: <http://bookshelf.language.ca>.

Reading CLB 1L

Name: _____ Date: _____

4. Time
5. Days
6. Address

(CLB 1L) Success 2 ✓

CLB 2L: Answer questions 1-6.

Questions 1 to 3

1. Who should you speak to?

- teacher
- pharmacist
- doctor

2. Do you have to pay?

- Yes
- No

3. Can you get a flu shot on Sat at 10:00 a.m.?

- Yes
- No

(CLB 2L) Success 4 ✓

ESL Literacy Learners in Mainstream ESL Classes

Ideally, learners with literacy needs are identified through a placement-assessment process and placed in a designated literacy program with 8–10 other ESL Literacy learners. In this situation, the instructor is able to focus attention on providing instruction that is specifically geared towards developing learners' language and literacy skills.

However, real-life situations are often quite different. Learners with literacy needs may find themselves in mainstream ESL classes either because their literacy needs did not manifest or were not recognized during the placement assessment, or the language training centre in which they are studying does not have designated ESL Literacy classes.

ESL Literacy learners can express many of the surface characteristics of non-literacy learners, as described in the *Profiles of Ability* in the *CLB: ESL for Adults*; however, they do not have the same underlying knowledge, concepts and strategies as their literate counterparts. In classes where specific literacy approaches are not provided, learners are at risk of being unsuccessful and leaving the program. It is important for instructors to identify learners with literacy needs early on, so that they can provide the best possible instruction or referral to meet those needs.

Some signs of literacy needs are obvious (e.g., a learner's inability to read words and simple texts, or write the letters of the alphabet). Other signs may be more subtle. The following are some additional possible indicators of literacy needs for instructors to be cognizant of.

The ESL Literacy learner:

- is unable to complete tasks independently;
- needs the instructor's direction to proceed to the next activity;
- easily tires from sitting at a desk for extended periods or during writing activities;
- is unable to transfer learning from one task to another and is unable to multi-task;
- is slow when copying information;
- writes on random pages in their notebook;
- comes late to class and leaves well before the class end time; and/or
- displays inconsistent performance in class.

The Centre for Canadian Language Benchmarks offers a standardized assessment tool (the *Canadian Language Benchmarks Literacy Placement Tool*) to help ESL assessors and literacy practitioners identify and place learners into appropriate ESL Literacy programs.

Once ESL learners have been identified as having literacy needs, instructors follow the same planning and assessment procedures outlined in Sections II and III of this *CLB: Literacy Support Kit*. ESL Literacy learners in mainstream classes are trying to work on the same tasks, although at a much slower pace and with more support and scaffolding.

ESL Literacy Learners in Mainstream Classes: A Classroom Example

The following is an example of an ESL Literacy learner who began in a designated literacy class and is now trying to integrate into a mainstream ESL class. The pages that follow illustrate some of the accommodations the instructor made to help the learner.

Background

Allison teaches in a small language-training program. The centre has only three classes that run three hours per day, five days per week: a literacy (CLB Foundation-1L) class, a CLB 1-2 class and a CLB 2-3 class. Allison teaches the CLB 1-2 class.

Class profile

The majority of learners in Allison's class have completed at least nine years of formal education in their first language. A new learner named Febe has recently joined the class. Febe progressed from the literacy class where she demonstrated achievement of CLB 1L. Her literacy instructor felt Febe would benefit from integrating into the mainstream CLB 1-2 class.

Febe

Febe was the strongest learner in her literacy class. She learned quickly and sometimes helped others who were struggling. However, in her new class, Febe feels overwhelmed and a bit disoriented. The lesson pace is too fast for her and she is not able to multi-task as easily as the others. She has difficulty following activity instructions. When Febe is not sure what to do with a worksheet, she sometimes asks other learners, but often just copies answers from a classmate without really understanding what is expected. Febe needs time to learn. She carefully compiles all her worksheets and takes them home each day, hoping that one of her school-age children can help her understand what was done in class.

Allison

Allison soon realizes that Febe is struggling and tries to find ways to support her. She asks Febe to walk her through her portfolio and tell her about the things she accomplished in her literacy class. She also contacts Febe's literacy instructor and asks for advice. Allison realizes that from now on, she will have to adapt her planning and classroom practices to include task modifications and other supports to help Febe succeed in her class.

Strategies for Supporting ESL Literacy Learners in Mainstream Classes

The following are some things Allison and other ESL instructors could do to support learners with literacy needs like Febe:

1. Set realistic goals with the learner and discuss manageable steps for achieving the goals.

One of the goals Febe can work on is to begin using writing to communicate with the instructor and family members. In a one-on-one conversation, Allison and Febe talk about the steps to take to achieve this goal. Their first step is for Febe to practise writing a short note to her teacher.

2. Consider which learning strategies might help learners cope in a mainstream class and make a plan that will provide opportunities for the learner to practise those strategies.

The *Learning Strategies* section (pp. 16–18 of the *CLB: ESL for ALL*) includes a variety of useful strategies.

In Febe’s case, she already uses some good learning strategies: she takes work home to review and to get extra help from a family member, and she sometimes asks other students for assistance. Allison can encourage Febe to ask for help from her and other learners more often, when she is unsure about what to do.

Allison also decides to teach Febe some strategies that she can use to build her vocabulary. Many of the learners in the class use their bilingual dictionaries (often on their phones), but Febe has no ability to do this. Allison gives Febe a picture dictionary and shows her how to use it.

In addition, Allison shows Febe how to keep a vocabulary log. After Febe uses her picture dictionary or reads a story, Allison encourages her to write new words in the log and draw pictures to help her remember them. Febe spends 10 minutes each day checking and reviewing the words in the log.



IV.

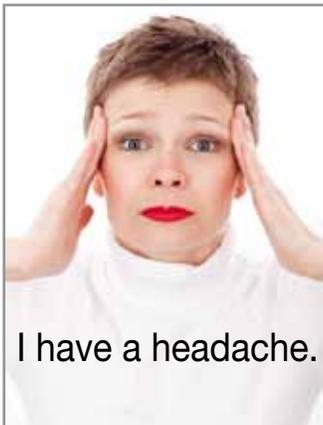
SUPPORTING ESL LEARNERS WITH LITERACY NEEDS

3. Provide one-on-one time with ESL literacy learners while other learners are working on other activities.

During one-on-one time, Allison can work with Febe on specific aspects of literacy development that are relevant to the task others are working on.

Short word order		
Begins to develop oral vocabulary for expressing noun phrases for "simple reading" similar negative phrases to acknowledge	Develops oral vocabulary for expressing short verb phrases including instructions, and noun phrases including descriptive adjectives	Develops oral vocabulary for expressing short verb phrases, noun phrases, and prepositions of place
Develops oral vocabulary for expressing short verb phrases including instructions, and noun phrases including descriptive adjectives	Develops oral vocabulary for forming negatives in the simple present	Develops oral vocabulary for affirmative and negative statements in the present simple and continuous and the past simple, using verbs and the auxiliary verbs, and using commands
Begins to develop an understanding of SVO word order in short, simple, declarative statements	Begins to develop oral vocabulary for asking verbs and V2	Develops an understanding of SVO word order in short, simple statements and is beginning to write from one idea

For example, the class is currently working on writing a short note to inform their instructor of an absence. A particular item in the *Continuum of Literacy Skills* that is difficult for Febe is using the correct word order (Strand 6, p. 133). Allison looks at the strand to identify what Febe can actually do (shown by the green check mark in the image on the left) and to identify where Febe needs explicit instruction and further practice (circled in red on the image).



To help Febe practise using correct word order, Allison provides her with word cards that she can use to make short sentences related to the task. She also provides Febe with a model to follow (shown on the left).



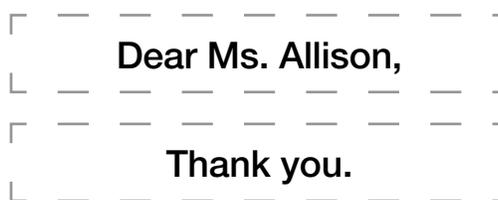
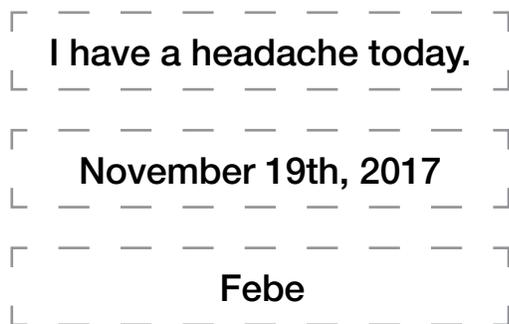
When Febe is able to use the cards to make short sentences, Allison provides her with further practice exercises that increase complexity but still include considerable scaffolding.

4. Consider how a task the class is working on can be broken down into smaller, more manageable parts with more scaffolding for ESL Literacy learners.

Allison refers to the *Examples of Skill-Building Activities* and the *Conditions for Learning* (CLB 2L, p. 86, *CLB: ESL for ALL*) to identify some possible ways to scaffold literacy instruction for Febe.



For example, after reading a sample note and answering questions, Febe cuts the sample text into parts and reconstructs it on her desk.



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SUPPORTING ESL LEARNERS WITH LITERACY NEEDS

Write:

- the date
- your teacher's name
- the reason of your absence
- your name.

Dear Ms. _____

I have a _____ today.

Thank you.

5. Have ESL literacy learners focus on particular aspects of a task instead of the task as a whole.

In Febe's case, Allison has Febe focus on completing specific parts of the note, rather than writing the whole note.

Write an absence note to your teacher.

1.

- the date
- your teacher's name
- the reason of your absence
- your name.

Dear Ms. _____

I have a _____ today.

Thank you.

2.

Dear Ms. _____

I have a _____ today.

Thank you.

6. Consider how tasks can be scaffolded to make them easier for ESL Literacy learners.

Allison provides various guided texts for Febe to fill in before she attempts to write a note on her own.

For her first attempt, Febe is given a few prompts. For her second attempt, she is given fewer prompts.

7. Adjust the complexity of tasks or texts so that they are easier for ESL Literacy learners.

Allison ensures that reading comprehension activities for Febe have less text and fewer comprehension questions.

Allison finds that the *Language Companions* are a useful source of differentiated texts. The *My Canada* and *Where I Live* sections of the Literacy and Stage 1 versions include similar materials that learners can be working on at their own level. In a recent unit on Housing, Allison used the reading in the *Literacy Language Companion* with Febe while the rest of the class used a similar text in the Stage 1 version.



8. Provide accommodations during assessments.

Some accommodations that Allison has made for Febe include:

- Allowing her to use her vocabulary log or her phone to find the meanings of unfamiliar words;
- Changing the kind of response required in Reading or Listening comprehension exercises (e.g., oral instead of written);
- Using larger font, visuals and plenty of white space on handouts; and
- Giving Febe more time to complete assessments.

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9. Monitor learning and offer ongoing action-oriented feedback to help ESL Literacy learners improve.

When providing feedback on an assessment, Allison tries to focus on just one area for Febe to work on, so that she doesn't become overwhelmed or discouraged.

10. Provide opportunities for self-assessment and learning reflection to get a sense of how literacy learners feel about their performance and how they are learning so modifications can be made.

In Allison's class, learners often use "emojis" to let her know how they feel about a lesson or particular classroom activities. Febe has quickly adopted this practice, and draws an emoji next to activities that she likes and when she feels she has done well on an activity.

11. Consider grouping learners by skill level so that classmates can support each other.

Since Febe is the only literacy student in the class, Allison often acts as Febe's partner in pair work; however, in classes where there are more learners with literacy needs, they can be grouped together when working on Reading and Writing activities. Another option is to group learners according to their interests and learning preferences. For example, Febe enjoys working with manipulatives, and Allison often pairs her with other learners who enjoy kinesthetic activities.

12. Set up learning stations for individual review time.

Allison has various learning stations set up at the back of the class where learners can practise tasks based on their level of ability or interest. She also has a resource box in which extra hand-outs, worksheets and reusable activities (e.g., word cards in resealable plastic bags) for each lesson are stored. During the first 20 minutes of each class, she invites learners to choose an activity to review from the resource box. At first, Febe was unsure what to select, but began to make thoughtful choices about activities she felt were useful after a few weeks of this routine.



Bow Valley College: ESL Readers: http://esl.bowvalleycollege.ca/student_readers/content/p1_initial/inge_cuts_hair.html

13. Provide a lot of positive reinforcement and encouragement to help learners recognize their achievements. Provide opportunities for them to demonstrate their skills.

For example, Febe worked as a hairdresser in her home country and wants to work in a hair salon in Canada. She uses scissors well, has a good sense of design and likes to draw. Allison encourages Febe to assume the role of being one of the graphic designers for their weekly wall poster. Febe's task is to arrange learner submissions (e.g., pictures with captions and short sentences) on chart paper and add a few personal touches (e.g., illustrations and colouring).

Allison also uses the Bow Valley College ESL Reader "Inge Cuts Hair" to design a series of tasks for Febe to further develop her Reading and Writing skills using a topic she enjoys.

14. Find a volunteer who can assist with additional literacy tutoring in the class.

There are many individuals looking for volunteering opportunities, and based on the policies of their institution, instructors like Allison may be able to request one.

Strategies for Multi-level and Mixed-ability Classes

The following are some additional strategies that can be used in multi-level classes and mainstream ESL classes that include ESL Literacy learners.

Use different groupings

Using different grouping strategies is one way to manage mainstream classes that include learners with literacy needs or classes that are multi-level. Different groupings can help to encourage a culture of mutual support and collaboration, and build awareness around the varying needs of learners in class.

When planning a lesson, it is beneficial to have activities that include both same-ability groupings (learners working at similar CLB levels) and cross-ability groupings (learners working at different levels but within their zone of proximal development¹³). The grouping strategy will depend on the type of activity learners are engaged in. For example:

- Same-ability pair or group work can be used when learners are practising language skills and concepts after they have first been introduced, so that learners can gain confidence.
- Cross-ability pair or group work can be used for further practice, once learners have developed familiarity with the target language and skills, and are able to contribute equally to the task using what they already know.

¹³ *Zone of proximal development* is a concept introduced by psychologist Lev Vygotsky that refers to the difference between what learners can do on their own and what they can do with some support, guidance or encouragement from someone else.

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Using the Language Experience Approach

The *Language Experience Approach* (LEA) can provide opportunities for engaging learners at different levels of ability. The following step-by-step model adapted from Marcia Taylor (1992)¹⁴ illustrates LEA in practice.

1. Set goals

Identify a real-world task goal from the module or unit plan (e.g., getting information from food labels or identifying products on sale from a flyer).

2. Experience

Organize an “experience.” This could be a field trip (e.g., to a grocery store), a guest speaker, a virtual field trip (e.g., online shopping) or a simulation (e.g., doing a role-play). Give learners specific instructions (e.g., role-play cards or instructions of what to look for on a food label) based on their levels of ability.



3. Discuss

After the activity or experience, debrief learners’ experiences in a discussion involving the whole class or small same-ability groups. (Photographs taken during the activity can be used to prompt discussion). Use this time to elicit vocabulary that may be needed for further Writing and Reading tasks.

The example on the left illustrates some possible key words, letters (upper/lower case) and sentences describing the experience.

4. Write

In small same-level groups, have learners write about their experience using the language from the previous discussion (e.g., up to five sentences written independently at CLB 3L; five to seven guided sentences at CLB 2L; three to five guided sentences at CLB 1L; and a few familiar words at Foundation L). Provide assistance during the writing activity as needed. Alternatively, learners can dictate their description while the instructor writes it down.

5. Read

Learners with literacy needs then practise reading the texts they have created (or dictated), individually or with a partner. Other learners share their writing with each other to identify differences and similarities in their experiences.

¹⁴ Adapted from Marcia Taylor, *JobLink 2000*, available at http://www.cal.org/caela/esl_resources/digests/LEA.html

6. Extend

Encourage learners to use this model for additional practice outside the classroom (e.g., when visiting places in the community) and to share their texts in class. Create a *Class News Bulletin* (digital or paper-based), where learners can post their experiences.

Assigning Class Roles

One way to validate achievement is to assign class roles (e.g., class tutors) based on areas of strength or interest. ESL Literacy learners can be effective tutors for each other because they can explain a learning strategy or process that worked for them in terms that others with literacy needs can relate to. Some examples of class roles are:

- Having the most experienced learner be responsible for welcoming new learners and introducing them to the classroom routines and learner portfolios;
- Assigning learners who are good with numbers the role of math tutor; and
- Asking ESL Literacy learners to teach the class a concept they have mastered or a strategy they have successfully used in their reading, writing or spelling.

Establishing Routines

Having regular classroom routines and schedules can help ESL Literacy learners begin to direct their own learning. Following a consistent lesson sequence (e.g., review; introduction to the new lesson; practice in groups, pairs, individually and whole class; wrap-up) will help learners with literacy needs become familiar with the flow of lessons, so that they can begin to be proactive about their learning (e.g., start reviewing an exercise in their notebook without being prompted). Posting a daily agenda also helps learners know what to expect. As the lesson unfolds, the instructor can check off activities as they are completed to indicate the transition from one activity to the next.

Scheduling regular times for the class to review work can provide opportunities for supporting individual learners with particular needs. It can also help build learner autonomy, as all learners are able to spend time on activities of their choosing.

Using Authentic Texts

Authentic texts that learners encounter in their daily lives are an excellent source of classroom materials that can be used when learners have multiple levels of ability. They can be created or adapted by the instructor, as long as the original purpose, format and target language are preserved. All learners can be engaged in collecting authentic texts by taking pictures of language they encounter outside class, similar to the sign pictured on the right.



IV.

SUPPORTING ESL LEARNERS WITH LITERACY NEEDS

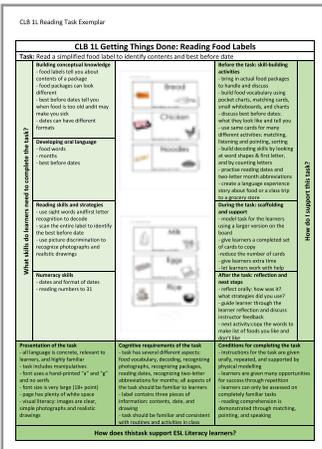


Referring to the Differentiated Task Exemplars and Think Alouds

In Section V of this Support Kit, Task Exemplars and Think Alouds for Foundation L to CLB 4L are presented. The tasks used for the exemplars relate to a multi-level Shopping unit on pp. 124 to 129 for Foundation/CLB 1L.

The Task Exemplars illustrate how similar tasks for a topic can be spiralled at higher levels of complexity. These can be helpful for ESL Literacy instructors teaching multi-level classes.

The Think Alouds outline the specific literacy skills and supports ESL Literacy learners need to complete the tasks, as well as specific adjustments that need to be made to accommodate their unique needs. Instructors who have ESL Literacy learners in their mainstream classes may find these helpful.



Referring to the Video: Teaching ESL Literacy in a Multi-level Class

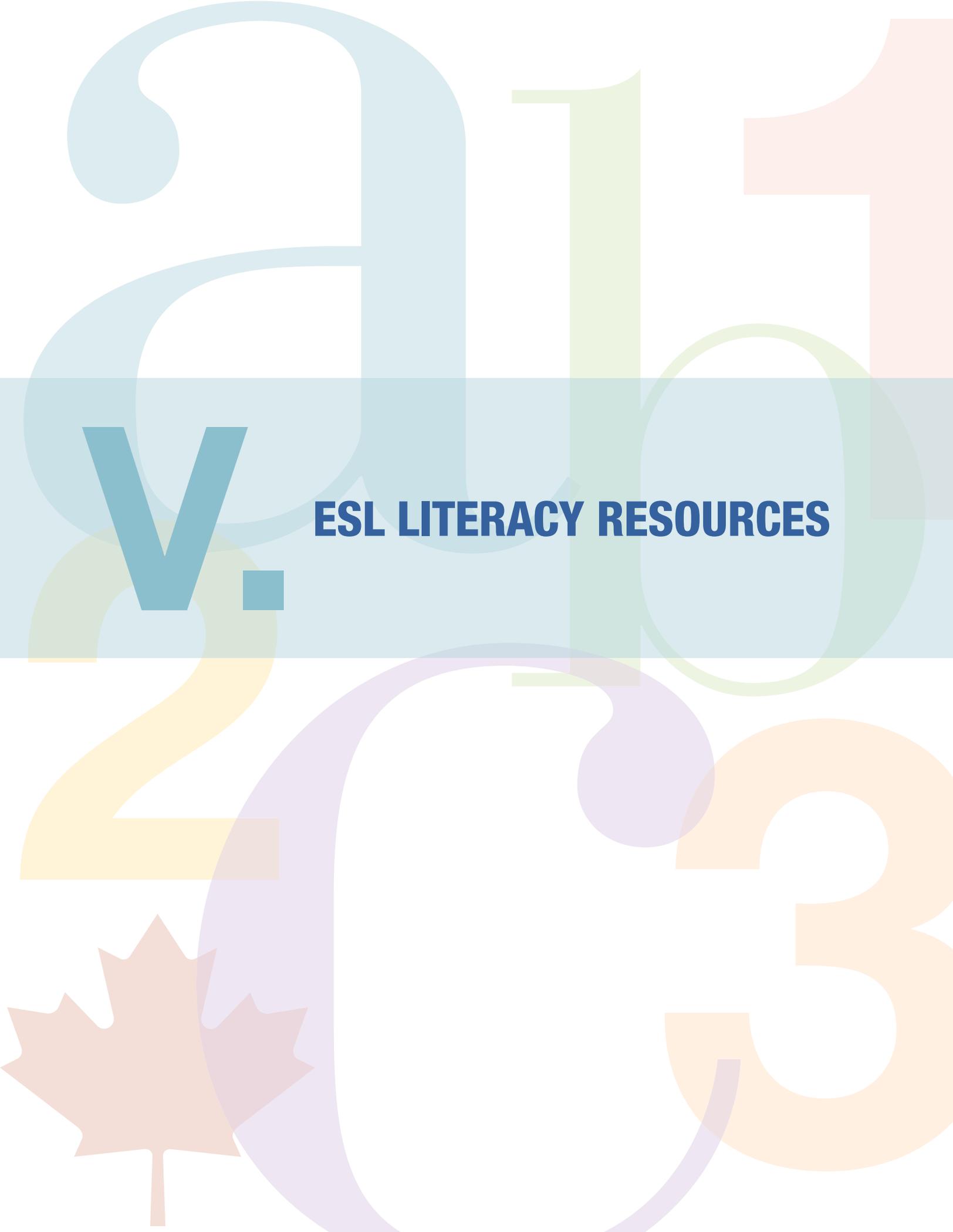
The Support Kit includes a video where three experienced ESL Literacy instructors discuss teaching ESL literacy in multi-level classrooms. They share practical ideas and clear, concrete examples for identifying learner needs, differentiating instruction, and adapting materials. To access the video go to the CCLB Bookshelf: <http://bookshelf.language.ca>.

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V.

ESL LITERACY RESOURCES

V. ESL LITERACY RESOURCES

The purpose of the ESL Literacy Resources section of this Support Kit is to provide literacy instructors with sample resources that can be used as is or adapted to fit the CLB literacy levels and needs of learners in their classes. The information and tools presented here are examples only and may also serve to provide instructors with ideas for further resource development suitable for their particular classes.

This section of the Support Kit begins with general considerations for selecting, adapting and creating classroom materials for ESL Literacy instruction, and is followed by examples of elements related to planning, course delivery, and assessment. Some of the resources in this section have been referenced in Sections I-IV of the Support Kit.

The following is a brief description of each part of the ESL Literacy Resources section:

- 1. Selecting, Adapting and Creating Materials:** provides key considerations for selecting, adapting or developing instructional material for use with ESL Literacy learners.
- 2. Using the Continuum of ESL Literacy Skills:** illustrates how the continuum for both Reading and Writing skills development in the *CLB: ESL for ALL* document can be used by instructors to identify literacy skills and strategies that learners need to develop in order to create classroom activities to address these needs.
- 3. Module and Lesson Plan Samples:** include sample module plans for various ESL Literacy levels. For each module plan, there is a corresponding sample lesson plan that illustrates how one of the real-world task goals in the module can be developed into a lesson. In addition, there is a sample lesson plan that focusses specifically on developing digital literacy skills.
- 4. Differentiated Tasks and Think Alouds:** include Reading and Writing tasks presented across all CLB L levels (Foundation to CLB 4L) at increasing levels of complexity. The *Think Alouds* illustrate how a task is adapted across levels.
- 5. Annotated Portfolio Excerpts:** are sample portfolio excerpts from a CLB 1L learner. The annotations illustrate best practices related to Portfolio-Based Language Assessment (PBLA) in a literacy context.
- 6. Additional Sample Resources:** present a variety of sample resources for literacy planning and assessment.

Selecting, Adapting and Creating Materials

The materials used for literacy instruction need to be clear and easy to read. The following are some general considerations when selecting, adapting or creating classroom materials to support literacy development.

- **Fonts are large and clear.**

Fonts such as Arial or Verdana are generally recommended for easier readability. Some instructors prefer Century Gothic because of its similarity to the actual hand-printed form of the letters of the alphabet. Comic Sans font is similar to handwritten text.

The *Conditions for Learning* in the *CLB: ESL for ALL* include appropriate font sizes for all literacy levels including Foundation L.

Arial 20+
Arial 18+
Arial 16+
Arial 14+

The following are recommended font sizes for each level:

Foundation L: 20+ pt
CLB 1L: 16–18 pt
CLB 2L: 14–16 pt
CLB 3L: 12–14 pt
CLB 4L: 12–14 pt

Ensure that font style changes (e.g., bolding, underlining, size changes, italicization) are used consistently and introduced gradually to develop learners' awareness of the intended purpose and meaning of each style (e.g., larger and bolded font for headings). Note that black font is considered more readable than text presented in coloured fonts.

- **There is a lot of white space on the page.**

The layout of the page needs to be simple and easy to navigate. Ensure that there is enough space between each line of a text (1.5 or 2.0 spacing), and that the text is broken up into small units of information, separated by additional space (referred to as chunking). Refer to the *Features of Communication* in the *CLB: ESL for Adults* and the *Conditions for Learning* in *CLB: ESL for ALL* documents, when deciding how much text should go on the page.

- **Visuals are realistic and consistent.**

Images should be realistic (e.g., photographs or realistic drawings) and geared towards adult learners. Foundation L learners will benefit from working with photographs of themselves as they work on various tasks. If photographs are taken, ensure that learners understand the purpose of taking the photographs, how they will be used, and that material created with them will be for classroom use only and will belong to the learner. Before taking photos, ensure learners provide consent.

1. Selecting, Adapting and Creating Materials

When colour-coding or using images on handouts (e.g., to differentiate the four skills in a learner portfolio, or to depict an action such as a pencil for “write”) they should be done with consistency (i.e., using the same colour for the same skill), so that learners develop an awareness of the purpose and meaning. Keep in mind that colour-blindness affects a portion of the population, and colour should never be a primary means of differentiating items. For examples of possible images that could be used on learner handouts, see Appendix 3, pp.296.

When using visuals from the internet, it is important to note that some images have copyright restrictions. Be sure to follow proper crediting conventions for any images that are used.

• **The development of texts and other materials is informed by the Features of Communication (CLB: ESL for Adults) and the Conditions for Learning (CLB: ESL for ALL).**

The section called *Some Features of Communication* (pp. 84 and 120 in *CLB: ESL for Adults*) provides detailed information about specific aspects of texts and conditions for learning for each benchmark.

Some Features of Communication Across Stage 1 Writing

Feature	Characteristics
Background information	Identified and consistent throughout the content to not be lost.
Instructional activities	Appeared to different learning styles and can include writing, checking, reading, and other coding words, and collaborative work with specific function words.
Assessments	Assessments are followed and activities and answers are supported as well as possible.
Instructions for completing the task	Instructions for completing the task are supported by physical models and are very clear, written with a short phrase or given orally.
Task	Tasks are usually instruction-oriented or adapted and supported by large, clear realistic visual clues (e.g., photographs, videos, illustrations).
Continuous tasks	Continuous tasks are very short (often a single phrase for a few very short paragraphs).
Formalised tasks	Formalised tasks are very short (often a single phrase for a few very short paragraphs).
Physical models	Physical models are often included to support learning.
Language to refer	Language to refer is very simple, concrete, factual and immediately relevant.
Support	Support is available to everyday concepts, vocabulary, and personal identification.
Task focus	Task focus requires practice of physical responses in the presence of models and images.
Responses to tasks	Responses to tasks do not require much writing, if any, but can require physical action, pointing, circling, matching, checking off items, etc.
Context	Context is non-abstract, concrete, and related to individual personal experience and needs.
Texts (paper-based or digital)	Texts (paper-based or digital) often have large, clear text or legible printing and a very simple layout.
Texts	Texts are very sparse with simple, clear expansion and a lot of white space, easy to read, large, sans-serif font (14-18 point).
Continuous texts	Continuous texts are very short (often about 1-2 very simple sentences).
Formalised texts	Formalised texts are very short (often about 1-2 very simple sentences).
Physical models and learner visuals	Physical models and learner visuals are often included to support learning.
Language	Language is very simple, concrete, and factual.
Instructions	Instructions are 1 to 4 steps, in single phrases (short or half-words) or short sentences, and focused on content and familiar tasks and routines.
Responses to tasks	Responses to tasks do not require much writing, if any, but can require pointing, circling, matching, checking off items, or filling in blanks.

The *Conditions for Learning* sections in the *CLB: ESL for ALL* include conditions that are specific to literacy texts and tasks. The *Conditions for Learning for Reading and Writing* have been reproduced in the form of spiralling charts, which can be found on pp. 290 and 292 of this Support Kit.

Reading: Conditions for Learning
Learning conditions that facilitate development toward each level of ability.

Foundations	CLB 1	CLB 2
Materials are mostly manipulative and may include models, pictures, word flashcards, large-scale multi-media displays, or word-level picture books.	Background information is identified and consistent throughout the content to not be lost.	Texts (paper-based or digital) often have large, clear text or legible printing and a very simple layout.
Tasks have consistent very clear, large, sans-serif font (20+ pt) and a very simple layout.	Instructional activities appeared to different learning styles and can include writing, checking, reading, and other coding words, and collaborative work with specific function words.	Texts are very sparse with simple, clear expansion and a lot of white space, easy to read, large, sans-serif font (14-18 point).
Tasks are very sparse with 1 to 3 lines and plenty of white space between and around words.	Assessments are followed and activities and answers are supported as well as possible.	Continuous texts are very short (often about 1-2 very simple sentences).
Continuous tasks are very short (often a single phrase or given orally) and may include flashcards arranged in sets to be checked in or copied, or other familiar everyday signs, 1 to 3 item lists, or very short task sheets.	Instructions for completing the task are supported by physical models and are very clear, written with a short phrase or given orally.	Formalised texts are very short (often about 1-2 very simple sentences).
Formalised tasks are very short (often a single phrase or given orally) and may include flashcards arranged in sets to be checked in or copied, or other familiar everyday signs, 1 to 3 item lists, or very short task sheets.	Tasks are usually instruction-oriented or adapted and supported by large, clear realistic visual clues (e.g., photographs, videos, illustrations).	Physical models and learner visuals are often included to support learning.
Very concrete, familiar and consistent visuals and models are always included to support learning.	Continuous tasks are very short (often a single phrase for a few very short paragraphs).	Language is very simple, concrete, and factual.
Instructions are supported by physical modelling and are given with and illustrated used for highly common and familiar tasks and routines.	Formalised tasks are very short (often a single phrase for a few very short paragraphs).	Instructions are 1 to 4 steps, in single phrases (short or half-words) or short sentences, and focused on content and familiar tasks and routines.
Language to refer is very simple, concrete, factual and immediately relevant.	Tasks are usually instruction-oriented or adapted and supported by large, clear realistic visual clues (e.g., photographs, videos, illustrations).	Responses to tasks do not require much writing, if any, but can require pointing, circling, matching, checking off items, or filling in blanks.
Support is available to everyday concepts, vocabulary, and personal identification.	Physical models and learner visuals are often included to support learning.	
Task focus requires practice of physical responses in the presence of models and images.	Formalised tasks are very short (often a single phrase for a few very short paragraphs).	
Responses to tasks do not require much writing, if any, but can require physical action, pointing, circling, matching, checking off items, etc.	Context is non-abstract, concrete, and related to individual personal experience and needs.	

Using the Continuum of Literacy Skills

The Continuum of Literacy Skills for Reading and Writing skills development in the *CLB: ESL for ALL* (Part 3) is useful for identifying the discrete Reading and Writing skills that ESL Literacy learners need to develop, and that should be taught explicitly. Each continuum (one for Reading and one for Writing) includes 9 “strands” that describe the elements of skills progression. Once literacy instructors have identified a learner’s placement on the continuum, they can develop corresponding activities for that learner to practise in class.

The first part of this section demonstrates use of the continuum to identify the specific skills and strategies within each of the 9 strands that a Foundation L learner (named Dhan Maya) needs to acquire. Corresponding classroom activities to address Dhan Maya’s literacy needs are also presented.¹⁵

In the second part, two strands (strand 7 in Reading and strand 8 in Writing) are presented with examples of possible classroom activities that instructors can draw from.

A. Using the Continuum for Dhan Maya’s Literacy Skills Development

The profile of Dhan Maya, below, represents a typical ESL Literacy learner at the Foundation L level.

Dhan Maya is a 38-year-old woman from Nepal and Bhutan. She spent her youth in Bhutan on her family’s small farm, and then spent nearly 20 years in a refugee camp in Nepal. She has four children. Her husband attends language school part-time and works part-time as a cleaner. Neither she nor her husband had formal education prior to coming to Canada.

Dhan Maya has been in Canada for three years but just began attending language classes (at Foundation L) because she had trouble finding adequate child care. Her youngest child has just entered day care at the same language school. When Dhan Maya first joined the ESL Literacy class, she had to leave regularly to soothe him. After about two months, he settled in the day care, and she was able to attend class more regularly. However, her family’s medical, settlement, and school appointments keep her away from class 3-4 times every month.



¹⁵ Additional learner profiles with sample activities related to the literacy skills and strategies in the continuum for Reading and for Writing can be found in Appendix 1, pp. 264–287.

Using the Continuum for Dhan Maya’s Literacy Skills Development

Continuum Strand	Learner Profile (Dhan Maya)	Teaching Strategies
<p>1) Oral Communication to Support Reading and Writing</p>	<ul style="list-style-type: none"> • Dhan Maya can say “hello,” and knows how to say her name and the name of her son at daycare. • She understands the question, “What is your name?” • She can say the name of her home country and her current city, but cannot always distinguish between the questions, “Where are you from?” and “Where do you live?” if asked outside of the context of specific practice of those questions. 	<ul style="list-style-type: none"> • Include a lot of repetition and oral chanting. • Establish a predictable daily routine of oral communication that relates directly to emerging reading and writing practices. • Integrate songs and kinesthetic activities to make it fun.
<p>2) Developing Visual/ Perceptual Skills</p>	<ul style="list-style-type: none"> • Dhan Maya is particularly strong at identifying objects in photographs or realistic drawings, though most times her classmates must translate the task instructions to her. • She continues to work on identifying letters in both upper and lowercase forms. • Dhan Maya can now differentiate “same” and “different” with realia, some images, and some individual letters; she has difficulty identifying “same” and “different” at the word level. • She struggles to distinguish “same” and “different” with the letters b, p, d, and q; m and w; and c, u, and n. 	<ul style="list-style-type: none"> • Start an activity with at least some realia and integrate letters the learner is skilled at identifying. As confidence and visual perception abilities grow, gradually phase out the realia and increase the number of letters, before moving on to words. • If there is difficulty at the word level, decrease the amount of text on the paper and increase the font size, so as not to overwhelm the learner. Alternatively, use a whiteboard or Smartboard to keep text clear and simple.
<p>3) Processing Visual Information (pictures, symbols, graphs, and charts)</p>	<ul style="list-style-type: none"> • Dhan Maya can match realia to photographs or simple drawings, and can, with support, orally relate objects and images to her personal life. • She can recognize familiar signs such as those for washrooms and she knows the traffic signals for pedestrian traffic. • She has very limited ability to understand maps. As such, she cannot yet use a key to understand the correspondence between a symbol on a map and a direction. 	<ul style="list-style-type: none"> • Have learners point out visual information outside of the classroom (school, street signs, grocery store, etc.). • Integrate clear, coloured photos of these same visuals into lessons to reinforce understanding. • Create simple maps, starting with the classroom, moving on to the school, and then to the immediate neighbourhood. • Move around the rooms, hallways and streets with maps in hand, and have learners trace with their fingers and point to their locations.

Using the Continuum for Dhan Maya's Literacy Skills Development

Continuum Strand	Learner Profile (Dhan Maya)	Teaching Strategies
4) Decoding Text and Recognizing Spelling Patterns Syllables	<ul style="list-style-type: none"> Dhan Maya's oral vocabulary is emerging to include both single and multi-syllabic words. She has a musical ear and is quite adept at clapping along to the rhythm of the syllables. When translated to print, however, she has yet to make a connection between the sound of single/multi-syllabic words and short/long words. She tends to go by initial letters to guess the meanings of words. For example, Dhan Maya can recognize the word "Today" from her daily sentence writing activity. When she sees the word "to," she reads "today," not yet ascribing meaning to the word length. She recognizes that letter order (spelling) is attached to meaning and can recognize when her own name has a divergence in spelling, as long as it is a clear change. 	<ul style="list-style-type: none"> Ensure the classroom has a large, clear, and accessible alphabet that the instructor and learners can easily reference. Include a lot of choral spelling (including song or kinesthetic "spelling" letters with their bodies). Model "walking" out words, taking a step forward with each syllable. Ask learners to do the same with familiar words. Have learners use large, clear letters to practise phonics and spelling. (E.g., have learners organize themselves in a line at the front of the class to spell familiar words using specific letters. Learners then name their letter and say the phonetic "sound" for the letter.)
5) Vocabulary and Sight Word Development	<ul style="list-style-type: none"> Dhan Maya can recognize familiar words when they are presented in a familiar context or with familiar images. She can recognize her own name in most contexts and can recognize her own address in a supported activity. (E.g., she can pick out her own address from a list). 	<ul style="list-style-type: none"> Have large, clear vocabulary words on the wall or in a pocket chart for the instructor and learners to access frequently. Learners should have a "personal information" sheet (with name, address, etc.) to support activities.
6) Understanding Word Order and Sentence Patterns	<ul style="list-style-type: none"> Dhan Maya loves to "echo read" with her classmates' answers and not her own. She nevertheless still answers with the correct word order. She enjoys the themed readers and follows the sentences with her finger as she chorally repeats. After a few weeks of practice, she can usually memorize some short sentences and pretend to read the story. This makes her feel empowered. 	<ul style="list-style-type: none"> Include lots of oral choral reading and echo reading into daily classroom activities. Work on a single story for 3 to 4 weeks to reinforce learning. Use "colour words" to differentiate S-V-O (e.g., green for subject, red for verb, and yellow for object). Have learners identify subject, verb and object words in familiar sentences, by colour.

Continuum Strand	Learner Profile (Dhan Maya)	Teaching Strategies
6) Understanding Word Order and Sentence Patterns	<ul style="list-style-type: none"> • She can complete highly structured sentence patterns orally, but only once she observes other classmates doing the same. • She sometimes answers with her classmates' answers and not her own. She nevertheless still answers with the correct word order. 	<ul style="list-style-type: none"> • Create a colour board on the wall. Have learners cut up familiar sentences and identify S-V-O words (or pictures corresponding to words) by placing the word under the correct colour.
7) Navigating and Understanding Text Conventions, Formats, and Layouts	<ul style="list-style-type: none"> • For this strand Dhan Maya has yet to achieve the “emerging” category. This often frustrates and overwhelms her, and she will opt out of classroom activities if there is too much formatted text on a worksheet. • She struggles with many of the aspects of this strand due to her very limited exposure to text. • She makes no connection between layout, directionality and formatting. Even simple, modified charts integrated into the class routines will often overwhelm her. • She is unable to process the difference between texts for different purposes (e.g., a note from the instructor, a report card, etc.) based on text conventions. 	<ul style="list-style-type: none"> • Integrate very simple charts and graphs into daily classroom activities. (e.g., use a modified simple weather chart with days of the week and ask learners to draw or copy a weather picture or word for the day). • Keep worksheet formatting consistent on worksheets (e.g., consistent place to write name and date), so that learners begin to recognize the correct directionality. • Use a paper or cardboard sheet with cut-out spaces to isolate single, familiar words in a more complicated text, so that the learner can focus on key words.
8) Reading with Comprehension, Fluency and Expression	<ul style="list-style-type: none"> • Dhan Maya understands that print conveys meaning, and can match pictures and realia to familiar words when presented in context. • She is beginning to match people in photos with emotions (happy, sad, angry). • She can orally read her own name, address, and telephone number. • She can accurately read the letters of her first and last names, and can read most of the letters in her address with few errors. 	<ul style="list-style-type: none"> • Integrate a daily newspaper activity, where the class focusses on the pictures and tries to find individual letters or familiar words. • Repeat the same worksheets and activities every day. Foundation learners need a lot of repetition and familiarity to start feeling confident in their reading.
9) Reading with Social and Critical Awareness	<ul style="list-style-type: none"> • Dhan Maya can understand some familiar signs (washroom, etc.) but does not necessarily connect the written word with the image. She understands and interprets the purpose of these signs, however. 	<ul style="list-style-type: none"> • The instructor should regularly integrate realia and images from familiar contexts outside of the classroom (doctor's office, street signs, etc.) and use other learners, interpreters or pantomime to clarify the meaning.

Using the Continuum for Dhan Maya's Writing Skills Development

Continuum Strand	Learner Profile (Dhan Maya)	Teaching Strategies
2) Developing Visual/Motor Skills	<ul style="list-style-type: none"> Dhan Maya is getting comfortable holding a pencil but it has not yet become natural. She struggles with directionality and often places her worksheets and calendar upside down or sideways. She has not yet developed the fine motor skills to write clearly and her printing is often shaky. 	<ul style="list-style-type: none"> Many Foundation learners find it easier (and less pressure) to write on an erasable board with a marker. Begin to introduce digital literacy using manipulatives (e.g., using a ball or an orange to simulate the computer mouse).
3) Communicating Using Visual Information (pictures, symbols, graphs, and charts)	<ul style="list-style-type: none"> Dhan Maya enjoys copying shapes such as lines and circles, when supported and not pressured by time. She is shy about drawing without a figure to copy and has communicated that she never drew with a writing implement as a child or adult. 	<ul style="list-style-type: none"> Integrate regular drawing practice into the classroom. Keep drawings in a folder in the classroom. Have learners go back through their old pictures regularly and try to describe them. Integrate different kinds of images into the classroom (e.g., photos, realistic drawings, figurative drawings, common symbols and "emojis") to familiarize learners with different visual representations.
4) Encoding Text and Using Spelling Patterns Syllables	<ul style="list-style-type: none"> Dhan Maya can recognize her own name and address but she cannot write them from memory. She is able to remember and write the initial letters of her first and last names. She has yet to connect initial sounds and letters for spelling words, either familiar or new. Though she can spell a few familiar words from memory, and can correctly choose the missing onset letter for "___han Maya" when read orally, she cannot yet transfer that to choosing the correct onset letter for familiar words such as "door, down, or dog." She can spell her first name from memory and usually rearrange the letters of her first name, if she's aware that is the task. She enjoys copying the alphabet in both upper- and lower-case forms from a model. 	<ul style="list-style-type: none"> Include lots of writing activities in low-pressure formats. Use an erasable board or pocket, or worksheets that allow learners to trace letters, familiar personal words, and vocabulary words. Use the learner's oral skills to reinforce writing. If the learner begins to feel overwhelmed with a writing activity, shift to an oral equivalent to boost confidence before switching back to the writing activity. Switch between writing formats (e.g., worksheet, whiteboard) and use manipulatives (e.g., cue cards, letter magnets, or foam letters) to reinforce spelling in ways that don't tax the learner's developing fine motor skills.

2. Using the Continuum of ESL Literacy Skills

Continuum Strand	Learner Profile (Dhan Maya)	Teaching Strategies
5) Vocabulary and Sight Word Development	<ul style="list-style-type: none"> Dhan Maya can copy her name and a few concrete nouns to label classroom objects. 	<ul style="list-style-type: none"> Have the learners make their own vocabulary cards to keep in a personalized box. Learners can cut out images of new vocabulary words and paste the images on index cards, and then copy the words underneath the image. If possible, include alphabetized tabs in the vocabulary box and practise “filing” the learner-made cards.
6) Using Word Order and Sentence Patterns to Produce Text	<ul style="list-style-type: none"> Dhan Maya has begun developing a bank of oral vocabulary to correspond with concrete nouns and some actions. She has begun to follow oral instructions (e.g., pass the pencil, circle your first name, cross out your last name). 	<ul style="list-style-type: none"> Use both images and text to reinforce word order. For example, learners can cut out images of a girl, a figure walking, and a photo of school, and arrange them to correspond with “She walks to school.”
7) Using Text Conventions, Formats, and Layouts	<ul style="list-style-type: none"> Dhan Maya has begun to sequence very simple story strips (with instructor support) with images, but cannot yet sequence story strips in sentence-only form. She struggles with using charts or visuals to categorize words or images, and quickly becomes overwhelmed by activities that require new ways of organizing information. She struggles with directionality but can write her name and copy the date onto her worksheets in the correct place. She does not yet grasp a formatted activity (e.g., letterboxes) and struggles when copying a bank of familiar sight words into the corresponding letterboxes. 	<ul style="list-style-type: none"> Use images or simple sight words and vocabulary words to sequence a familiar story. If a learner struggles with a particular kind of activity (e.g., the letter boxes), try to create an equivalent activity in a non-written form. For example, use foam letters or letter magnets on the whiteboard to form simple words, and then draw boxes around the letters to demonstrate to the learner. Then have learners try to copy the letters on a worksheet.

Continuum Strand	Learner Profile (Dhan Maya)	Teaching Strategies
<p>8) Writing Clearly, Expressively, and Fluently</p>	<ul style="list-style-type: none"> • Dhan Maya is beginning to sort images into clear categories (e.g., man/woman, summer/winter). • She can choose images or photographs to indicate emotions (happy, sad, etc.) • She has yet to grasp using a model to check her work for accuracy. • She seems confused and uncertain about the concept of checking her own work, and relies on the instructor or other classmates to do that. 	<ul style="list-style-type: none"> • Introduce emotion-based vocabulary and images, and use these often. • Have learners create their own “emotion chart” and point to the appropriate emotion. • Have learners draw emoticon symbols next to pictures to express how they feel or how the people in the photo feel.
<p>9) Writing with Social and Critical Awareness</p>	<ul style="list-style-type: none"> • Dhan Maya recognizes that writing can be a way to communicate both inside and outside the classroom. • She does not yet use her own writing to communicate outside of the classroom. 	<ul style="list-style-type: none"> • Incorporate a lot of modified authentic texts in the classroom (child’s report card, bank deposit slips, hospital form, etc.) to practise recognizing where learners will be asked to sign their names. • Have learners create tools they can use to communicate needs outside of the classroom (e.g., cut and paste a photo of a woman holding her head and the text, “I have a headache.”).

B. Activity Ideas for Reading and Writing Continuum Strands

The tables on the following pages focus on two specific strands from the Continuum and list some sample classroom tasks and activities that learners can practise. These sample activities are suggestions only.

For Reading, strand 7: *Navigating & Understanding Text Conventions, Formats, and Layouts* is used as an example in this section. Many ESL Literacy learners find formatted and visually complex texts challenging to decipher. Texts that include headings, subheadings, charts, graphs, rows, columns, and directionality that vary from simple top-to-bottom/left-to-right can be confusing and overwhelming. This strand of the continuum lists some of the discrete skills needed to read and comprehend formatted texts.

For Writing, strand 8: *Writing Clearly, Expressively, and Fluently* is used as an example.

Navigating & Understanding Text Conventions, Formats, and Layouts				
Emerging	→	Building	→	Expanding
<i>Recognizes formats and layouts</i>				
Recognizes documents relevant to community, home, school and workplace needs, by colour, graphics, size, etc.	Follows a model to organize and categorize word cards and sentence strips, according to a variety of criteria.	Follows modelled use of guidelines to organize and categorize new words, sentence strips, and personal documents, according to a variety of criteria (e.g., alphabetical, chronological, numerical).	Understands that information can be grouped and presented in different formats (e.g., tables, charts, graphs, maps, directories).	Recognizes the set-up of a formatted text by scanning and identifying its features.
Activity: match sample documents such as a bus schedule, power bill, or typical class writing task to images of a bus, an apartment, and a school.	Activity: use cards with images or simple word prompts to sequence order of a familiar story.	Activity: follow instructor model to fill in the days, month, year, and numbered dates in a blank calendar. With instructor support, write important information (e.g., special events).	Activity: read a simple chart of the weekly temperature and record the numbers on images of thermometers.	Activity: identify a grocery receipt and point to the cost of individual items, tax amount, and total bill amount.
	Recognizes ordering conventions in names, addresses, and dates (e.g., first name, middle name, family/last/surname).	Begins to recognize common written formats (e.g., stories, application forms, ads, flyers).	Understands and locates where to write or find specific information on simple authentic forms, schedules, directories, graphs, and charts.	Recognizes patterns in layout and design used to identify the purpose of part of the text.
	Activity: circle first, middle, and last name or address (apartment number, street number, street name), when offered a selection of three choices for each.	Activity: Locate the weekly sale flyer in a local paper, and point to images of food and prices when prompted.	Activity: write own name and address in the correct places on a simplified form.	Activity: point to and distinguish between informational articles, advertisements, and comics in a local paper.

Navigating & Understanding Text Conventions, Formats, and Layouts				
Emerging	→ Building		→ Expanding	
<i>Recognizes formats and layouts</i>				
				<p>Locates information in sources using a variety of organizational patterns (e.g., alphabetical, chronological, numerical).</p> <p>Activity: use a dictionary to locate familiar words alphabetically and by page number, when prompted by the instructor.</p> <p>Locates and analyzes textual information, according to a variety of criteria (e.g., reading a map for direction; reading a schedule for time).</p> <p>Activity: read a transit schedule and identify bus arrival and departure times for numbered stops on a map.</p>
<i>Recognizes organizational elements (e.g., tables and charts)</i>				
Begins to understand that information can be represented in a picture chart.	Demonstrates understanding of rows and columns in a simple instructor-made chart and the information they represent.	Begins to understand table conventions (e.g., schedules).	Uses columns to understand information (e.g., schedules, data related to surveys, data related to numeracy topics).	Understands and develops text when presented in columns and when presented in columns interrupted by pictures etc.
Activity: point to images of self and family members in an instructor-created chart of names and photos.	Activity: following a model, identify the day of the week and draw an accompanying weather symbol for the day.	Activity: correctly identify the opening and closing times for a sample store sign.	Activity: correctly identify the recommended daily amount of sleep according to age, in a sample informational health brochure.	Activity: correctly follow the narrative sequence in a sample community newsletter that is presented in columns with images interrupting the narrative, by correctly sequencing sentence strips from the text.

Navigating & Understanding Text Conventions, Formats, and Layouts				
Emerging	→	Building	→	Expanding
<i>Recognizes placement and design elements (e.g., envelopes, identification cards)</i>				
Understands and uses the concept of left-right, top-down directionality to locate information.	Understands and uses the concept of left-right, top-down directionality to identify sentence delineations.	Attends to familiar layout of texts to locate necessary information on a variety of items (e.g., ID cards, pay stubs, flyers, receipts).	Notices elements in design and recognizes that these are related to the purpose.	Recognizes most elements in design and the purposes to which they are related.
Activity: correctly orient a worksheet and point to an alphabet letter in a left-to-right representation of the alphabet when prompted by the instructor.	Activity: follow simple sentences from left-to-right with finger as instructor reads out loud (but does not need to identify the appropriate word when read).	Activity: correctly identify name, account number, bill amount, and due date on a sample power bill.	Activity: correctly gauge the tone and intent of a variety of greeting cards through the images and design (sympathy, birthday, new baby, etc.), by choosing from a list of possible answers.	Activity: differentiate between sections of the daily newspaper and identify the dateline, headline, the byline, and article.
Attends to the middle, top, and bottom of the page to locate information on a few cards (e.g., greeting card, ID).	Begins to follow and use the layout and the format of the text to locate specific information (e.g., envelopes, invitations, thank-you notes, emails), with support.			Adjusts rate of reading depending on text and purpose.
Activity: orient and find name, card number, and expiry date on own bank card.	Activity: correctly identify the name, address, city, province, and postal code on an envelope.			Activity: skim and scan informal informational texts such as flyers and advertisements to quickly pick out key information about contents.

Navigating & Understanding Text Conventions, Formats, and Layouts				
Emerging	→ Building		→ Expanding	
<i>Uses elements to guide the reader through the text (e.g., titles, sub-titles)</i>				
	<p>Begins to understand and use some book components with support: cover, illustrations, and page numbering.</p> <p>Activity: when asked, identify where to find the cover, page numbers, pictures, and the sentences in a familiar instructor-created booklet.</p>	<p>Begins to understand and use more book components: cover, table of contents, illustrations, page numbering, and chapters.</p> <p>Activity: turn to the appropriate text section by chapter or page number, when asked by the instructor.</p>	<p>Understands and uses book components: cover, table of contents, illustrations, page numbering, and chapters.</p> <p>Activity: pick up a simple book at the library and guess the contents of it through scanning the chapter titles and illustrations</p>	<p>Understands and uses an expanding range of book components: cover, table of contents, illustrations, page numbering, chapters, and indexes.</p> <p>Activity: skim and scan four different books and categorize them by corresponding themes (e.g., history book, children's book, cookbook, language learning text).</p>
		<p>Begins to locate information in simple texts with alphabetical organizational patterns.</p> <p>Activity: organize and alphabetize vocabulary words on cue cards using a personal "vocabulary box" in class.</p>	<p>Locates information in texts with alphabetical organizational patterns (e.g., directories, weather tables, map legends, dictionaries).</p> <p>Activity: find own city and province names in the index of a simple atlas and turn to the corresponding page.</p>	

Writing Clearly, Expressively, and Fluently				
Emerging	→	Building	→	Expanding
<i>Uses models, supports and planning tools to organize and sequence writing in a logical order</i>				
Copies own name or a few names of familiar people from a model.	Chooses model to copy words to convey intended meaning (e.g., identification documents, model texts, photograph-supported word banks, basic sentence stems, picture dictionaries).	Copies and modifies models and supports, to write sentences to convey intended meaning (e.g., identification documents, sentence stems, model texts, word banks, picture dictionaries).	Modifies and selectively copies models and supports, to write sentences and basic paragraphs (e.g., model texts, word banks, sentence stems, picture dictionaries, simple learner dictionaries).	Reads a model text and writes a similar text.
Activity: copy own name and the names of family members on a worksheet provided by the instructor.	Activity: match and copy instructor-provided vocabulary and accompanying photos of library resources (books, computers, CDs, DVDs, etc.).	Activity: follow a modelled example to fill in own appropriate personal information in a sample community recreation registration form.	Activity: use a modelled example to write a short paragraph about own personal information.	Activity: read a story about a fellow student's first day of school in Canada and write own version of experience of first day of school in Canada.
Sorts people, realia or pictures into categories (e.g., males and females).	Writes several sentences using the same sentence stem on the same topic (e.g., I am... I am...).	Writes a few different sentence types on the same topic.	Generates a topic and examples.	Uses supports to write paragraphs and basic multi-paragraph texts (e.g., model texts, word banks, simple learner dictionaries).
Activity: sort clear, coloured, familiar picture cards of fruit and vegetables, meat and protein, dairy, and grains into categories.	Activity: use familiar line drawings representing family members and follow a model to write 3 to 4 sentences about them.	Activity: write 2 to 5 sentences describing a photo from the daily paper. With instructor guidance, include at least two sentence types (i.e., not the same sentence stems for each sentence).	Activity: when prompted by the instructor about a theme, offer suggestions for specific topics of instruction that are of interest.	Activity: use a dictionary and model paragraph to write own multi-paragraph narrative about grocery shopping to cook a favourite meal.
	Brainstorms vocabulary for writing as a class, with the instructor acting as a scribe.	Brainstorms vocabulary and sentence stems, with the instructor acting as a scribe.	Uses a variety of planning tools to brainstorm and organize ideas (e.g., class discussions, brainstorming, checklists, graphic organizers).	Generates main ideas and supporting details.
				Activity: write a point-form outline describing a recent class outing to a museum.
				Gives examples to illustrate main ideas.

Writing Clearly, Expressively, and Fluently				
Emerging	→ Building		→ Expanding	
<i>Uses models, supports and planning tools to organize and sequence writing in a logical order</i>				
	<p>Activity: working collaboratively with the class, participate and offer suggestions for appropriate clothing vocabulary and colour words to describe large, clear photos of people, as the instructor writes the words on the board (e.g., man, blue pants, red shirt).</p>	<p>Activity: offer oral suggestions for vocabulary and sentence stems to describe a recent class outing related to current theme (e.g., a trip to the pharmacy).</p>	<p>Activity: brainstorm different illnesses with the class and discuss personal experiences. Use a checklist to mark the illnesses experienced by self or family member in the past year.</p>	<p>Activity: describe differences in waste disposal/recycling between own first country and current city.</p>
	Writes single words and simple phrases to convey information in a readable draft.	Writes short, comprehensible text using a few simple sentences, with support if necessary.	Uses simple planning strategies.	Uses transition words to show connections between ideas.
	<p>Activity: write some familiar words to describe the weather when provided with clear, legible examples to draw from (e.g., Today is sunny...cold... windy.).</p>	<p>Activity: with or without support, write 2 to 5 sentences describing own house or apartment.</p>	<p>Activity: in a role-play with the instructor, check own personal calendar to make an appointment that does not conflict with class time or other commitments. Write the time of the appointment on the correct date in the calendar.</p>	<p>Activity: write a paragraph describing a simple recipe using sequential transition words (e.g., first, then, next, after).</p>
			Uses knowledge of text structure to identify and organize a limited number of ideas around a familiar topic.	Creates an outline that shows main ideas and supporting details.
			<p>Activity: when introduced to a short story (with pictures) about winter in Canada, guess the topic and narrative of the story, and relate it to own experiences of winter.</p>	<p>Activity: write an outline describing own thoughts on marriage ceremonies in first country compared to those in Canada.</p>
				Writes a good topic sentence.

Writing Clearly, Expressively, and Fluently				
Emerging	→	Building	→	Expanding
<i>Uses models, supports and planning tools to organize and sequence writing in a logical order</i>				
				<p>Activity: In a short paragraph about learning goals for the next year, write a topic sentence that clearly indicates what the paragraph will be about.</p>
				Organizes paragraph writing into an introduction, main body, and conclusion.
				<p>Activity: write a paragraph about a topic presented in class. Clearly introduce the topic, some supporting details, and a clear concluding sentence to end the paragraph.</p>
				Uses a variety of planning tools to brainstorm and organize ideas (e.g., class discussions, brainstorms, checklists, graphic organizers, basic outlines).
				<p>Activity: brainstorm ideas for a scaffolded class project. Use a checklist and outline to organize ideas and findings.</p>
				Types relatively fluently and uses a word processor to compose.
				<p>Activity: type with both hands when using a word processor to compose a sample email to the instructor about missing class due to illness.</p>

Writing Clearly, Expressively, and Fluently				
Emerging	→	Building	→	Expanding
<i>Writes expressively from own ideas</i>				
<p>Chooses a photograph to express an emotion.</p> <p>Activity: choose an image from a small selection of cue cards with simple line drawings that express happy, sad, angry, excited, scared, bored, or confused.</p>	<p>Chooses words from a word bank to express an emotion.</p> <p>Activity: point to the appropriate word in a familiar word bank to express how you would feel in instructor-provided pictorial scenarios (e.g., a photo of a house fire may elicit the word “scared”.)</p> <p>Chooses and fills in sentence stems to express an emotion or an idea, or to tell a personal story.</p> <p>Activity: with instructor support, complete sentence stems and use a familiar word bank to express feelings about coming to Canada. (e.g., Before I came I felt _____. When I came I felt _____. Now I feel _____.)</p>	<p>Writes journal entries of a few simple sentences to express an idea or emotion.</p> <p>Activity: write 2 to 3 sentences in own journal about what you did and how you felt on the weekend.</p>	<p>Writes journal entries of several connected sentences to express ideas and emotions, and to tell about past experiences, ideas, and hopes for the future.</p> <p>Activity: with support, write 3 to 6 sentences about own work experience in first country, employment goals in Canada, and feelings about past and future employment.</p>	<p>Writes journal entries of a full paragraph to express ideas and emotions and to tell about past experiences, ideas, and hopes for the future.</p> <p>Activity: write a paragraph in own journal expressing ideas and feelings about a favourite pastime in first country and something you would like to do or learn for fun now.</p> <p>Writes speculatively or imaginatively in a journal (e.g., “If I won the lottery...”).</p> <p>Activity: follow the writing prompt “If I were Prime Minister” and write a speculative journal entry about how you would run the country.</p>
<i>Uses revising and editing strategies</i>				
<p>Checks letters of first name and highly familiar single words against a model for accuracy.</p> <p>Activity: after completing a worksheet asking for name and address, use a personal reference sheet to check the spelling of own name and address.</p>	<p>Checks names and familiar words against a model for accuracy in spelling, capitalization, and spacing.</p> <p>Activity: uses a word bank to check the accuracy of own spelling of daily weather and calendar words.</p>	<p>Checks sentences against a model for accuracy in spelling, capitalization, word order, and punctuation.</p> <p>Activity: use instructor’s modelled sentence on the board to check own spelling, capitalization, punctuation, and word order when copying sentences about the weather.</p>	<p>Begins to revise instructor-highlighted usage errors to ensure text conveys the intended meaning.</p> <p>Activity: locate instructor-highlighted errors in a short writing task and attempt to fix them.</p>	<p>Begins to revise ideas to ensure they convey the intended meaning.</p> <p>Activity: use instructor feedback on a journal entry about the benefits of exercise to revise word order, word choice, or grammar.</p>

Writing Clearly, Expressively, and Fluently				
Emerging	→	Building	→	Expanding
<i>Uses revising and editing strategies</i>				
			<p>Edits instructor-highlighted errors for spelling, capitalization, and final punctuation.</p> <p>Activity: follow familiar routine for editing and correcting errors the instructor has highlighted in a writing task. (e.g., the instructor sets a pattern of highlighting yellow for spelling, pink for capitalization, and green for punctuation)</p>	<p>Revises writing to clarify main ideas, details, examples, and transitions.</p> <p>Activity: respond to peer feedback on a story about a traditional holiday in own first country by revising own written paragraph to clarify ideas, examples, and the flow of ideas.</p>
			<p>Tries out sentences orally before writing them on paper.</p>	<p>Edits instructor-highlighted errors for spelling, capitalization, punctuation, word order, and grammatical inflections.</p>
			<p>Activity: before writing a short journal entry, say a sentence orally to the instructor to check for word order and grammar.</p>	<p>Activity: follow a familiar routine for editing errors the instructor has highlighted in a writing task, (e.g., the instructor sets a pattern of highlighting yellow for spelling, pink for capitalization, green for punctuation, blue for grammar).</p>
				<p>Begins to review ideas and sequence them in order.</p> <p>Activity: use an instructor-generated editing checklist to review and revise own writing, focusing on the flow of ideas and transitions.</p>

Foundation L/CLB 1L (Multi-level)

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Introduction

This section includes sample module and lesson plans. For each module plan, a sample lesson plan illustrates how one of the real-world task goals in the module is developed into a lesson. The lesson plans include lesson procedures and learner handouts.

The plans are intended as examples only. Their use would require modifications based on the needs, interests, skills, abilities and background knowledge of the learners in the particular class in which they are used.

Keep in mind that the module plans presented in this section represent only one possible format for a module or unit plan. There are a variety of formats for presenting a unit or module plan.

Multi-level Module Plan Sample

Foundation L/CLB 1L - Shopping for Groceries

The following module is intended as an example of a unit on Shopping that spans two literacy levels (Foundation L and CLB 1L). It is presented as a sample only. Actual use in the classroom may require adjustments to the task goals, language focus items and the literacy skills/learning strategies sections, and would depend on the literacy needs and language learning goals of the learners in the class; the goals they are working towards; and the authentic language samples used in the lessons.

The time needed to complete all of the activities that will enable ESL Literacy learners to perform the real-world tasks in this unit is dependent on their skills and background knowledge.

See pp. 170–217 (Differentiated Tasks and Think Alouds) for examples of how the Reading and Writing tasks in this module plan can be adapted across all Stage 1 levels (Foundation L to CLB 4L).

	Listening	Speaking	Reading	Writing	
CLB Level	1	1	Foundation L/CLB 1L	Foundation L/CLB 1L	Instructor Notes
Real-World Task Goal(s)	Understand and respond appropriately to a store sales clerk's offer to provide assistance.	Make a request to find an item in a grocery store.	Check the best before dates on a few familiar food items in order to decide whether to keep them or not.	<p><i>Foundation L:</i> Copy a list of familiar food items (with their best before dates) to post on the refrigerator.</p> <p><i>CLB 1L:</i> Write a list of familiar food items (with their best before dates) to post on the refrigerator.</p>	<p>The requirements for performing the Writing task are differentiated for each level.</p> <p>For the Reading task, differentiation is in the number of dates they are checking.</p>
Background Information	Knowing who to ask for assistance in a grocery store; understanding that grocery stores are divided into different sections (e.g., bakery, dairy, meat, produce, frozen foods); the organization of a grocery store (produce and dairy in the outer sections, packaged and canned goods in the middle); the purpose and importance of checking the best-before/expiration dates before purchasing; checking best-before/expiration dates on items at home				

	Listening	Speaking	Reading	Writing	
CLB Level	1	1	Foundation L/CLB 1L	Foundation L/CLB 1L	Instructor Notes
CLB Competency Areas, Competencies, and Indicators of Ability	<p>III. Getting Things Done</p> <ul style="list-style-type: none"> • Understand expressions used to attract attention and to request assistance in situations of immediate personal need. - Identifies a few common key words and formulaic expressions. - Indicates comprehension with appropriate verbal or non-verbal responses. 	<p>III. Getting Things Done</p> <ul style="list-style-type: none"> • Make and respond to simple requests related to immediate personal needs (such as asking for assistance, a price or an amount). - Uses appropriate single words, phrases, memorized expressions, and courtesy formulas. - Uses acceptable gestures and body language when making requests. 	<p>III. Getting Things Done</p> <ul style="list-style-type: none"> • Get information from very short, simple, common formatted texts (such as food labels). - Identifies numbers (dates) and familiar words (food items). - Finds best-before date on label. 	<p>II. Reproducing Information</p> <ul style="list-style-type: none"> • Copy numbers, letters, for personal use or to complete short tasks. <p>[Texts to copy have clear layout and basic everyday information; lists have about 5 to 10 items.]</p> <ul style="list-style-type: none"> - Copies letters, numbers, and words, including capitalization. - Copies text legibly; reader may still have difficulties decoding some letters and numbers. 	<p>In this unit, ESL Literacy learners would need several lessons of continuous practice with the names of food items, months of the year, and numbers, if this is their first exposure to this vocabulary. However, if they are already familiar with some of the vocabulary (e.g., months of the year, numbers) from other units they have studied, they may need fewer review activities to reinforce learning.</p>
Language Focus	<ul style="list-style-type: none"> - Vocabulary: names of food items, aisle and number - Simple questions: <i>Can I help you? Do you need some help?</i> 	<ul style="list-style-type: none"> - Memorized questions: <i>Where is the milk? Where can I find bread?</i> - Pronunciation: word stress for names of food items; intonation for questions - Vocabulary for items in the grocery store 	<ul style="list-style-type: none"> - Vocabulary: names of food items, months of the year, numbers 	<ul style="list-style-type: none"> - Vocabulary: names of food items, months of the year 	<p>The language focus items and literacy skills/strategies are determined through a task analysis. They inform the skill-building activities learners will practise before they perform the real-world tasks.</p>
Literacy Skills and Learning Strategies	<ul style="list-style-type: none"> - Asking for clarification - Using the speaker's gestures to understand meaning (e.g., pointing to a particular section of the store) 	<ul style="list-style-type: none"> - Strategies for memorizing key phrases to ask for assistance 	<ul style="list-style-type: none"> - Recognizing and naming familiar food items, most letters of the alphabet in upper and lower case - Using personal experiences and visual clues to answer questions about pictures of familiar food items, fresh and expired products 	<ul style="list-style-type: none"> - Developing and using oral vocabulary for food items, numbers, months of the year - Forming capital and lowercase letters from a model - Numeracy concepts: numbers, calendar, dates 	<p>The literacy skills and strategies for Reading and Writing come from the Continuum of Literacy Skills in the CLB: ESL for ALL document. Some of the wording has been adapted to reflect the requirements of the real-world task goals.</p>

	Listening	Speaking	Reading	Writing	
CLB Level	1	1	Foundation L/CLB 1L	Foundation L/CLB 1L	Instructor Notes
			<ul style="list-style-type: none"> - Recognizing date by its format (CLB 1L) and distinguishing it from words and pictures (Foundation L) - Beginning to decode dates using familiar numbers and a bank of sight words - Attending to the first letter of a word and its sound to guess a familiar word (CLB 1L) - Locating the best before date on a label - Using a picture dictionary and/or word wall, beginning to use a calendar as a reference (CLB 1L) - Numeracy concepts: numbers, dates, calendar - Beginning understanding of the concept of abbreviations (e.g., months of the year in best before labels) - Beginning understanding of the concept of chronological order using months of the year 	<ul style="list-style-type: none"> - Forming numbers from 1 to 10 from a model - Copying sequence pattern of best before date (e.g., year, month, day) - (CLB 1 only) Sorting items into categories (e.g., keep/throw away) - Beginning understanding of the concept of abbreviations (e.g., months of the year in best before labels) 	<p>Some of the language focus items, skills and strategies are differentiated for each level.</p> <p>Expectations for the Reading and Writing assessment tasks are differentiated for each level.</p>
Assessment Tasks	In a role-play, listen to an offer of assistance from a salesclerk and respond appropriately.	Role play a short dialogue to request assistance finding an item in a store.	Foundation L: Read best before date on one label. CLB 1L: Read best before dates on three labels.	Foundation L: Copy a list of 3-5 food items with best before dates. CLB 1L: Copy a list of 5-10 food items with best before dates.	

Lesson Plan

Foundations L/CLB 1L : Identifying the Best Before Dates on Food Labels

(Approximate Time: 3-4 hours)

Background: This lesson plan relates to the Reading task in the module plan: *Shopping for Groceries*. It is part of a series of lessons that will ultimately lead to ESL Literacy learners being able to recognize and use best before dates on food labels. In previous lessons, learners practised vocabulary related to grocery shopping. At this point, they are familiar with the oral language for food items, months of the year and days of the week. They are able to read today’s date, and some CLB 1L learners can refer to a calendar to check the date. Some Foundation L learners are just beginning to refer to the calendar and can count the days in the month. Learners also require some prior understanding of the numeracy concepts such as numbers and time (*CLB: ESL for ALL* on p. 20-21).

The instructor uses ESL Literacy learners’ prior knowledge to prepare them for the activities in this lesson. Learners are accustomed to starting each day with a review of the date, and have encountered dates in other lessons (e.g., copying the birth date from their ID). Through repetition, they have developed an understanding that the date consists of three parts (day, month, year); can answer oral questions about the date; and can identify each of the three parts of the date.

<p>By the end of this lesson learners will be able to:</p> <ul style="list-style-type: none"> - Read most months of the year - Match months of the year with corresponding abbreviations - Recognize best before dates on familiar food items <p>CLB Competencies: Getting Things Done/ Reproducing Information (R/W)</p> <p>Oral Development: <i>What is the date today? Today is ... What is the first letter in March? M... What is the best before date?</i></p>	<p>Learning Activities:</p> <p>Activity 1:</p> <ul style="list-style-type: none"> - Activate schemata by eliciting the date. Write it on the board (year, month, day). Point to the year. Ask learners to name it. Point to the month. Ask learners to name the months of the year. <p>Activity 2:</p> <ul style="list-style-type: none"> - Distribute flashcard printouts with the months of the year (Handout 1) for learners to cut. Pair CLB 1L with Foundation L learners and have them arrange the flashcards in chronological order on their desks. - Ask learners to point to a certain month. Elicit the first letter. Repeat with all months. - Practise reading the months (whole class/ pairs/small groups). 	<p>Instructor Notes:</p> <p>In Activity 2, learners review months of the year.</p> <p>Some learners will refer to their calendars to complete the task, while others will respond to the instructor eliciting information about the date orally.</p> <p>Instructors may want to use this activity as a diagnostic for determining whether more practice is needed for learners to be able to decode or recognize the months of the year by sight.</p> <p>If learners require more practice, consider playing flashcard games, such as bingo or memory games with a few cards covered.</p> <p>Refer to Continuum Strand 4: Decoding Text and Recognizing Spelling Patterns Syllables and Strand 5: Vocabulary and Sight Word Development in <i>CLB ESL for ALL</i> pp. 114–117, for ideas how to support individual learner needs in your class.</p>
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<p>Explicit Literacy Skills Focus (from the module plan):</p> <ul style="list-style-type: none"> - Recognizing and naming familiar food items, most letters of the alphabet in upper and lower case - Recognizing date by its format and distinguishing dates from other familiar words - Using personal experiences and visual clues to answer questions about pictures of familiar food items, fresh and expired products <p>Conditions for Learning</p> <p>Foundation L:</p> <ul style="list-style-type: none"> - Materials are mostly manipulative (e.g., realia, realistic pictures, word flashcards). - Texts have a consistent very clear, large, sans-serif font (20+ pt.) and a very simple layout. - Formatted texts are very short. - Tasks follow repetitive practice of physical responses using realia or images. - Responses to tasks do not require much writing, if any, but can require physical action, pointing, circling, matching, checking off items or copying letters/words into blanks. - Context is non-demanding, concrete, and related to immediate personal experience and needs. - Learners are given many opportunities for success through repetition. 	<p>Activity 3:</p> <ul style="list-style-type: none"> - On the board, write the first two letters of a month (e.g., JA). Have learners guess what it is. Explain that the abbreviations are the first two letters of the word (except for March and July). Practise with all months. Use hand gestures to illustrate the length of the full word (January) versus the abbreviated form. - Distribute another flashcard printout (Handout 2) to each learner with the abbreviated forms of the months. Have them match the abbreviations with the words on the cards from Activity 1. <p>Activity 4:</p> <ul style="list-style-type: none"> - Project two images: one of a fresh product and one of an expired product. Elicit the differences. - Show pictures/photographs/realia of common food items with best before dates (e.g., eggs, bread, milk, yogurt, salad). Ask learners if the products in the pictures are fresh. Ask how they can check the freshness of a food item. Introduce the concept of a best before date. - Have learners practise recording/sorting food items and best before dates using Handouts 3–6. - Handout 3: Have learners name familiar food items, circle/highlight the best before dates for each, and copy the best before date in the space provided. Have CLB 1L learners attempt to decode the dates. - Handout 4: Have CLB 1L learners write the words for each food item. Encourage them to use the previous handout to check spelling, if necessary. - Handout 5: Have Foundation L learners match the best before dates for each item to practise letter and number recognition. - Handout 6: Have Foundation L learners arrange the best before dates for each item. - Have CLB 1L learners find the dates on their calendars. - Develop additional practice activities based on individual learning needs in class. 	<p>Instructor Notes:</p> <p>In Activity 3, the concept of using abbreviations is new for most learners in the class. The instructor demonstrates it by eliciting the months of the year, then writing them on the board with the abbreviated forms of each month. The instructor asks learners to attend to the first two letters of each word and points out the two exceptions.</p> <p>For additional practice, learners can be asked for the long version of the month using only the abbreviated forms written on the board.</p> <p>In Activity 4, learners are introduced to the concept of best before dates, which is new for them. They will need considerable practice in subsequent lessons before they are able to read a few best before dates. Activities 1 to 4 can be repeated in the next few classes (with minor changes to the dates) to reinforce learning.</p>
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<p>CLB 1L</p> <ul style="list-style-type: none"> - Texts are supported by large, clear, realistic visual clues (e.g., photographs, realistic illustrations). - Texts have a lot of white space, are easy to read, and have large, sans-serif font (16–18 pt.). - Learners are given many opportunities for success through repetition. <p>Assessment Task: Learners will still require additional practice in subsequent lessons before they are ready to be assessed.</p> <p>Materials: Flashcards for months and abbreviations, realia or photographs/digital images of food items with the best before dates, Handouts 3 to 7, yearly calendar, additional instructor-made handouts for additional practice.</p>	<p>Options for Extension/Transfer: Give learners various opportunities to develop automaticity in recognizing months from the first two letters. Use flashcards to play games in class (bingo, memory, word snap).</p> <p>Refer learners to the appropriate pages in the <i>Literacy Language Companions</i> for additional practice (e.g., numbers, dates, months of the year).</p> <p>Arrange a visit to a grocery store. Ask learners to check and record the best before dates on three food items (e.g., eggs, milk, yogurt). Learners can work in pairs to support each other.</p> <p>Numeracy: Reading and recording the date</p> <p>Digital: Have learners practise looking at an online calendar to record what day of the week they should throw the food out.</p> <p>Ask CLB 1L learners to check and record the best before date the next time they buy groceries (and/or inspect items in their refrigerator for best before dates). Have them record the food items and best before dates in a table similar to Handout 7 and post on their refrigerators if they wish.</p>	<p>The Extension Activity is a good way to demonstrate new learning in a real life situation.</p> <p>The Handouts that follow focus on the literacy skills and language focus items needed to complete the real-world task goal of checking the best before dates on food items. They are reflective of the whole-part-whole approach to literacy instruction, in which the task is deconstructed into small, manageable parts that learners can work through systematically. Note that the handouts represent only a sample of possible activities that could be used for this Reading task. In an actual lesson, these handouts may need to be supplemented with additional activities depending on the needs and background knowledge of the learners in the class.</p>
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Handout 1: Flashcards



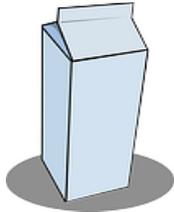
January
February
March
April
May
June
July
August
September
October
November
December

Handout 2: Flashcards



JA
FE
MR
AP
MA
JU
JL
AU
SE
OC
NO
DE

Handout 3 (All): Copy/Write the best before date.



milk

2017 JA 15



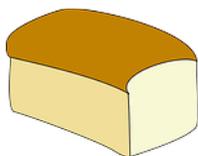
eggs

2017 JL 20



yogurt

2017 NO 06



bread

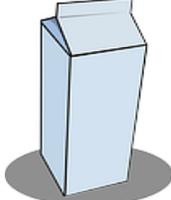
2017 AU 01

Handouts 3 to 6 can be recycled by changing the dates to reinforce learning. Note that the year on all the dates should be current.

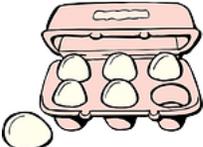
This handout could also be used to record actual best before dates during the field trip to the grocery store by removing the dates.

Handout 4

CLB 1L: Write the words for the food item. Copy best before dates.

2017 JA 15  _____

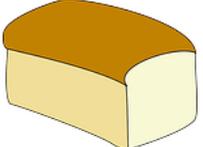
Best Before: _____

2017 JL 20  _____

Best Before: _____

2017 NO 06  _____

Best Before: _____

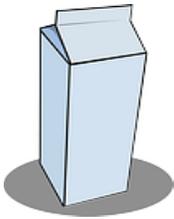
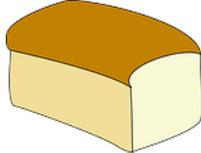
2017 AU 01  _____

Best Before: _____

Handout 5

Foundation L: Match the best before dates.

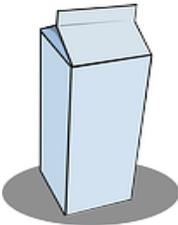
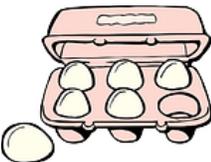
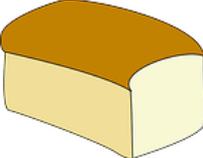


 <p>2017 JA 15</p>	<p>2017 JA 15</p>
 <p>2017 JL 20</p>	<p>2017 JL 20</p>
 <p>2017 NO 06</p>	<p>2017 NO 06</p>
 <p>2017 AU 01</p>	<p>2017 AU 01</p>

Handout 6

Foundation L: Arrange the best before dates for each item.



 2017 JA 15	2017	JA	15
 2017 JL 20	2017	JL	20
 2017 NO 06	2017	NO	06
 2017 AU 01	2017	AU	01

Handout 7: Homework (CLB 1L)

Copy the best before dates from items in your refrigerator.

Food	Best before date

Module Plan

CLB 2L: Telling Personal Stories

The following is intended as an example of a unit related to Family and Relationships. It is presented as a sample only. Actual use in the classroom would require adjustments to the task goals, language focus items and the literacy skills/learning strategies sections depending on the literacy needs and language learning goals of the learners in the class; the goals they are working towards; and the authentic language samples/texts used in the lessons.

The time needed to complete all of the activities that will enable ESL Literacy learners to perform the real-world tasks in this unit is dependent on their skills and background knowledge.

	Listening	Speaking	Reading	Writing	
CLB Level	2	2	CLB 2L	CLB 2L	Instructor Notes
Real-World Task Goal(s)	Listen to a classmate give simple personal details about his or her family.	Describe a personal photograph about own family in a few short phrases.	Read a few short, simple sentences about someone's experience coming to Canada, and identify a few concrete facts.	Write a few short sentences about own experience coming to Canada.	It's important to exercise caution when asking ESL Literacy learners to talk about their past experiences or their families, as this may be a sensitive topic.
Background Information	Positive and negative experiences of moving to a new country; community supports and resources to deal with stress and depression; community resources offered by agencies represented by own ethnic background				
CLB Competency Areas, Competencies, and Indicators of Ability	IV. Comprehending Information <ul style="list-style-type: none"> • Understand simple information about familiar, concrete topics. - Identifies a few factual details, key words and expressions. 	IV. Sharing Information <ul style="list-style-type: none"> • Give basic descriptions of concrete, familiar objects in a few short words or phrases. <p>[Descriptions are in response to questions.]</p> <ul style="list-style-type: none"> - Answers simple questions about family. 	IV. Comprehending Information <ul style="list-style-type: none"> • Understand the purpose and some basic details in very simple, short texts related to everyday, familiar, personally relevant situations and topics. - Identifies purpose. - Identifies numbers, a few key words and short, common expressions. 	IV. Sharing Information <ul style="list-style-type: none"> • Write a few words to complete a short, guided text or answer simple questions to describe a personal situation. - Writes personal details in response to a few short questions. - Follows some spelling and punctuation conventions. - Writes legibly. 	
Language Focus	<ul style="list-style-type: none"> - Vocabulary for family members (e.g., husband, wife, etc.); ages of children - Grammar: verbs "to be" and "have" 	<ul style="list-style-type: none"> - Vocabulary for family members - Pronunciation: word stress - Telling a story in a logical order 	<ul style="list-style-type: none"> - Vocabulary in the text: sponsored, newcomer, married, husband, Morocco - Vocabulary for feelings 	<ul style="list-style-type: none"> - Vocabulary for family members - Vocabulary for feelings - Punctuation: period at the end of a sentence 	The Language Focus items and literacy skills/strategies are determined through a task analysis. They inform the skill-building activities

	Listening	Speaking	Reading	Writing	
CLB Level	2	2	CLB 2L	CLB 2L	Instructor Notes
Language Focus		<ul style="list-style-type: none"> - Grammar: past and present tense verbs taught as memorized phrases (<i>I came to Canada...; I have ___ children</i>) 	<ul style="list-style-type: none"> - Vocabulary for documents: health card, SIN, driver's licence 	<ul style="list-style-type: none"> - Capital at the beginning of a sentence - Using correct word order in sentences 	learners will practise before they perform the real-world tasks.
Literacy Skills and Learning Strategies	<ul style="list-style-type: none"> - Asking for repetition or clarification 	<ul style="list-style-type: none"> - Asking if listener understood - Techniques and strategies to learn and memorize words and phrases efficiently - Strategies for clear pronunciation 	<ul style="list-style-type: none"> - Using background knowledge and previous experience to predict content words - Using photos and the title to predict content before reading - Recognizing words by sight - Recognizing that photos of people convey emotions - Scanning for information - Developing a bank of sight words - Guessing familiar words by first/last letters - Segmenting familiar words by syllables - Identifying rote phrases - Using choral repetition and paired reading of simple sentences - Increasing oral reading speed after instructor modelling 	<ul style="list-style-type: none"> - Activating and developing background knowledge using instructor guided pre-writing discussion questions - Vocabulary and sight word development - Recording new words and phrases in a word bank - Proofreading and editing - Writing upper and lower case letters in a consistent size - Using a model to write accurately - Proofreading and editing writing - Copying information on a line/staying within a line - Using a picture dictionary to check spelling - Writing legibly 	The Literacy Skills and Strategies for Reading and Writing come from the <i>Continuum of Literacy Skills</i> in the <i>CLB: ESL for ALL</i> document.
Assessment Tasks	Listen to a short story of partner's experience coming to Canada and answer comprehension questions.	Tell a short story of your experience coming to Canada and how you felt when you arrived.	Read a story about someone's experience coming to Canada and answer comprehension questions.	Complete a guided text about coming to Canada.	

Lesson Plan Sample

CLB 2L Reading About Someone's Experience Coming to Canada

(Approximate Time: 3-4 hours)

Background: This lesson plan relates to the Reading task in the module plan: Telling Personal Stories. It is the first of three lessons related to a unit on Family Relationships. In previous lessons, learners practised talking about feelings (sad, happy, angry, etc.). After they have completed the three parts of the reading text, they will be assessed on their comprehension of a similar text. (See p. 147–148)

<p>By the end of this lesson learners will be able to:</p> <ul style="list-style-type: none"> - Talk about own experience of coming to Canada - Read and understand a story about someone's experience of coming to Canada <p>CLB Competencies: Comprehending Information</p> <p>Oral Development: <i>When did you come to Canada? How did you come to Canada? Do you remember your first days in Canada? How did you feel?</i></p> <p>Explicit Literacy Skills Focus (from the module plan):</p> <ul style="list-style-type: none"> - Using background knowledge and previous experience to predict content words - Using photos and titles to make predictions before reading - Recognizing words by sight - Recognizing that photos of people convey emotions - Scanning for information - Developing a bank of sight words - Segmenting familiar words by syllables - Using choral repetition and paired reading of simple sentences 	<p>Learning Activities:</p> <p>Activity 1:</p> <ul style="list-style-type: none"> - Set the context by asking learners questions about their experiences coming to Canada: <i>When did you come to Canada? How did you feel?</i> - Record learners' answers on the board: name, time of arrival, feelings, challenges. - Review the information by asking questions about each learner: <i>When did ____ arrive in Canada? How did she feel?</i> <p>Activity 2:</p> <ul style="list-style-type: none"> - Display pictures from the story (Carla and her daughter, the airplane) as well as the title of the story on the whiteboard. Have learners read the title. - Support prediction by asking guiding questions: <i>Who is this? Is she married? Does she look happy or sad?</i> - Remind learners that prediction is a useful strategy for supporting reading. - Learners can use Handout 1 to record their predictions. <p>Activity 3:</p> <ul style="list-style-type: none"> - Pre-teach any key unfamiliar vocabulary in Handout 2: <i>Carla's first months in Canada</i> (e.g., sponsor, miss, hope). - Drill pronunciation where necessary. Identify stress patterns in words by clapping. - Have learners repeat and clap the syllables of longer words. - Prompt learners to guess familiar words from the first sounds and from the context. <p>Activity 4:</p> <ul style="list-style-type: none"> - Distribute Handout 2 to learners. Ask questions and have learners scan the story to confirm earlier predictions. - Read the story aloud for learners to follow and/or read along. - Ask comprehension questions about the story. Have learners find and circle the answers in the text. Take up the answers in a class discussion. - Have learners practise reading the story in pairs. <p>Activity 5:</p> <ul style="list-style-type: none"> - Have learners record new words in a vocabulary log. - Have them play games with new vocabulary (e.g., scavenger hunt or snap word where learners listen to a word dictated by the instructor and then point to the same word in the text or on instructor-made flash cards).
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<p>Conditions for Learning:</p> <ul style="list-style-type: none"> - Continuous texts are 5 to 7 very simple sentences. - Language is very simple, concrete and factual. <p>Assessment Task: Learners are not ready to be assessed after this lesson. For a future assessment, learners will answer comprehension questions about someone's experience coming to Canada. (See Eduardo and Maria's Story)</p> <p>Materials: Handouts provided, vocabulary cards</p>	<p>Self-Assessment:</p> <ul style="list-style-type: none"> - Have learners complete the Self-Assessment Checklist (Handout 3). <p>Options for Extension/Transfer:</p> <ul style="list-style-type: none"> - Continue the story about Carla using the additional texts (Handouts 4 and 5). - Use Handout 6 as a possible skill-using activity to prepare learners for the assessment task. - Set up a group project to help Carla settle in the neighborhood. In small groups, have learners find out about settlement services available in the neighborhood. Alternatively, they could try to find out how to apply for a driver's licence, health card or SIN card, or how to find a nearby school, etc. After completing the project, learners share their findings and design an information board for the class. <p>Sociolinguistic Knowledge:</p> <ul style="list-style-type: none"> - Talk about feelings and coping strategies. Arrange for a guest speaker to talk about depression, mental health, and the help that is available in the community. <p>Numeracy: Date of arrival</p> <p>Digital Literacy: Look up settlement services online.</p> <p>Learning Strategies: Develop reading fluency by introducing timed reading practice exercises after re-reading practice (e.g., learners work in pairs to record their reading times). Encourage learners to highlight new/challenging words. Provide opportunities to develop language awareness.</p>
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CLB 2: Video Demonstration

The video called *An Interactive Model for Teaching CLB with ALL* presents Nicole's lesson using the first text (#1) in a series of lessons on Telling Personal Stories that will lead to a module on Accessing Community Services. The video illustrates the activities and explicit strategies Nicole uses to help learners perform the CLB-related task of understanding the purpose and some basic details in a very simple, short text about someone's experience coming to Canada. To view the video, go to the CCLB bookshelf at <http://bookshelf.language.ca>.



Handout 1: Predictions

Carla's first months in Canada



Handout 2

Carla's first months in Canada



Carla is a newcomer to Canada.

She was sponsored by her husband.

They got married 6 years ago in Morocco.

They have a 5-year-old daughter.

Carla misses her home.

She hopes to start a new life in Canada.

Handout 3**Self-Assessment Checklist**

My name: _____

Date: _____

Story: _____

I remember two facts about the story.

I learned new words:

The story is difficult ok easy

I enjoyed the story. yes no

The question about whether or not the learner enjoyed the story is not part of a self-assessment per se but does give the instructor an idea of whether to continue with Carla's story or use similar stories in the future.

Handout 4

Carla needs help



Carla's life in Canada is not easy.
She does not speak English.
She does not have any friends.
Carla feels lonely.
Her husband works every day.
They do not get to spend time together.
Carla needs help.

Handout 5

Carla is busy



Carla and her daughter need to get SIN numbers.
They need to apply for health cards.
Her daughter needs to start school.
Carla needs to study English and find new friends.
She needs to get a driver's licence.
Carla is very busy.

Handout 6



Reading

CLB 2L- IV. Comprehending Information

Name: _____ Date: _____

Circle the correct answer.

1. Who sponsored Carla?

husband father brother

2. What country is Carla from?

Canada Morocco Pakistan

3. How many people are in her family?

2 3 4

4. How old is her daughter?

6 10 5

5. How does Carla feel?



This activity could be used as a skill-using task to help prepare ESL Literacy learners for the Reading assessment task later on.

Note that at this level, the Reading comprehension questions could be asked orally.

It is important to explain the success criteria so that ESL Literacy learners have a clear understanding of expectations.

Comments:

Comments:		
Yes 3-4 ✓ 	Almost 2 ✓ 	Not yet 0-1 ✓ 

Assessment Task:**Eduardo and Maria's Story**

This text (and the related comprehension questions that follow) can be used for an assessment related to the Reading task in the module plan.



Eduardo and Maria came to Canada in 2015.

They have two daughters.

Eduardo works in a restaurant.

Maria studies English during the day.

She works in a grocery store on Saturdays.



Reading

CLB 2L- IV. Comprehending Information

Name: _____

Date: _____

1. When did Maria and Eduardo come to Canada?

2010

2020

2015

2. How many children do they have?

4

3

2

3. What does Eduardo do?

works in a grocery store

works in a restaurant

4. What does Maria do on the weekend?

works in a grocery store

studies English

5. How do they feel?



Comprehension questions 1–5 can be read to learners to help them understand. Instructors can also project this worksheet and read out the questions to all learners. Review the criteria to ensure everyone understands expectations.

Comments:

Yes 4-5 ✓



Almost 3 ✓



Not yet 0-2 ✓





Writing

CLB 2L- IV. Sharing Information

Name: _____

Date: _____

Write about yourself:

- ✓ Complete sentences with correct words.
- ✓ Print clearly.
- ✓ Use correct spelling.
- ✓ Use correct punctuation.

This is an example of a possible assessment task for the Writing task in the module plan.

It is assumed that the instructor has taught and had ESL Literacy learners practise activities that will help them perform this task successfully.

Review criteria as a class to ensure that learners understand expectations.

Demonstrate what the criteria mean (e.g., using correct punctuation means putting a period at the end of a sentence.)

My name is _____.

I come from _____.

I have _____ children.

I am _____. (married, single)

I am _____ in Canada. (happy, sad)



Writing

CLB 2L- IV. Sharing Information

Name: _____ Date: _____

Task: Write About Yourself

You:	✓ Yes for 3+ sentences	Comments
Completed sentences with correct words.		
Printed clearly.		<p>The purpose of this assessment is for ESL Literacy learners to share information about themselves. Therefore, the first 2 criteria need to be achieved for overall success on the task. Learners would be informed of this prior to the assessment.</p> <p>Many ESL Literacy learners have difficulty reading charts. The instructor may need to provide support to help them understand this tool.</p>
Used correct spelling.		
Used correct punctuation.		

Yes 3-4 ✓ 	Almost 2 ✓ 	Not yet 0-1 ✓ 
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Module Plan Sample

CLB 3L: Communicating with a Landlord

The following is intended as an example of a unit related to Housing. This module is presented as a sample only. Actual use in the classroom would require adjustments to the task goals, language focus items and the literacy skills/learning strategies sections, depending on the literacy needs and language learning goals of the learners in the class; the goals they are working towards; and the authentic language samples/texts used in the lessons.

The time needed to complete all of the activities that will enable ESL Literacy learners to perform the real-world tasks in this unit is dependent on their skills and background knowledge.

	Listening	Speaking	Reading	Writing	
CLB Level	3	3	CLB 3L	CLB 3L	Instructor Notes
Real-World Task Goal(s)	Understand a response from a landlord about when a problem will be resolved.	Describe a simple housing problem to a landlord.	Understand a simple notice from a landlord to take appropriate action.	Write a short note to a landlord to get a housing problem resolved.	
Background Information	Landlord and tenant rights and responsibilities; common notices in apartments; management companies dealing with issues; landlord as a manager rather than the owner of the building				
CLB Competency Areas, Competencies, and Indicators of Ability	<p>III. Getting Things Done</p> <ul style="list-style-type: none"> • Understand expressions used in familiar everyday situations (such as requests). - Identifies phrases and sentences related to simple persuasive functions. 	<p>III. Getting Things Done</p> <ul style="list-style-type: none"> • Make and respond to an expanding range of simple requests related to everyday activities. - Uses appropriate polite expressions. - Uses simple sentences and question formations. - Repeats and attempts to explain when necessary. - Provides some basic details. 	<p>III. Getting Things Done</p> <ul style="list-style-type: none"> • Get information from short business or service texts (such as notices). - Gets overall meaning. - Identifies some specific details and information. 	<p>III. Getting Things Done</p> <ul style="list-style-type: none"> • Write short, simple business or service messages. <p>[Messages are about 5 sentences.]</p> <ul style="list-style-type: none"> - Conveys the message, although a reader might have some difficulty following. - Uses language and content that are appropriate to the intent and social context. 	
Language Focus	<ul style="list-style-type: none"> - Vocabulary: expressions for polite requests; dates; other vocabulary related to the listening text 	<ul style="list-style-type: none"> - Vocabulary: expressions for polite requests; words and phrases to describe problems (e.g., <i>The pipe is leaking.</i>) - Modals for requests 	<ul style="list-style-type: none"> - Vocabulary related to the reading text - Format of the notice - Tone of the message 	<ul style="list-style-type: none"> - Vocabulary to describe housing problems - Punctuation and capitalization - Using correct word order in sentences 	The language focus items and literacy skills/strategies are determined through a task analysis. They inform the skill-building activities

	Listening	Speaking	Reading	Writing	
CLB Level	3	3	CLB 3L	CLB 3L	Instructor Notes
Language Focus		<ul style="list-style-type: none"> - Pronunciation: tone when making polite requests; word stress - Using polite register when speaking with the landlord - Format of request: stating the problem, then the request 		<ul style="list-style-type: none"> - Using proper format: opening salutation, description of problem, request, closing - Using modals for requests - Using appropriate register for note to landlord 	learners will practise before they perform the real-world tasks.
Literacy Skills and Learning Strategies	<ul style="list-style-type: none"> - Understanding requests for repetition or clarification 	<ul style="list-style-type: none"> - Requests for clarification/ confirming understanding 	<ul style="list-style-type: none"> - Spelling conventions: spelling patterns for the same sound (e.g., the /e/ sound in people, please); silent letter patterns (e.g., silent /e/ in someone) - Recognizing the order of information in text - Using a picture dictionary to understand words related to housing problems - Skimming to get the gist of the message - Using parts of sentences to understand who, what, where, when - Summarizing what was read - Reading accurately and with speed 	<ul style="list-style-type: none"> - Activating and developing background knowledge using instructor guided pre-writing discussion questions - Recording new words and phrases in a word bank - Proofreading and editing - Writing numbers, upper and lower case letters in a consistent size - Using a model to write accurately - Copying information on a line/staying within a line - Modifying and selectively copying texts to write own sentences that convey intended meaning 	The Literacy Skills and Strategies for Reading and Writing come from the Continuum of Literacy Skills in the <i>CLB: ESL for ALL</i> document. The wording has been adapted to the requirements of the task.
Assessment Tasks	Listen to responses from a landlord about when a problem will be resolved. Mark the dates and times on a calendar.	Role-play making a request to a landlord.	Read a short notice from a landlord and answer comprehension questions.	Write a short note to a landlord to request a solution to a housing problem.	ESL Literacy learners would need multiple opportunities to practise the real-world task before they would be ready to be assessed.

Lesson Plan Sample

CLB 3L Writing a Note to a Landlord

(Approximate Time: 3-4 hours)

Background: This lesson plan relates to the Writing task in the module plan: Communicating with a Landlord. It is part of a series of lessons that will ultimately lead to ESL Literacy learners being able to write a simple note to a landlord on their own for an assessment. In this lesson, the focus is on initial vocabulary development for the topic; copying accurately and legibly; proof-reading; and editing. Subsequent lessons will target the Writing competency for Getting Things Done.

By the end of this lesson learners will be able to:

- Talk about own experience of communicating with a landlord
- Recognize and use vocabulary to describe a household problem
- Use a model to write a note to a landlord

CLB Competencies:
Getting Things Done (W)

Oral Development:

Have you ever had a problem with the landlord? What needed to be fixed? What was the problem?

Explicit Literacy Skills Focus (from the module plan):

- Activating and developing background knowledge using instructor guided pre-writing discussion questions
- Vocabulary and sight word development
- Recording new words and phrases in a word bank
- Proofreading and editing
- Writing upper and lower case letters in a consistent size
- Using a model to write accurately
- Copying information on a line/staying within a line

Learning Activities:

Activity 1:

- Set the context by asking learners if they have ever asked a landlord to fix something in their home. Document the list of problems on the board.
- Ask learners to tell personal stories (good and bad) of reporting a problem to the landlord. Document and post additional new vocabulary.

Activity 2:

- Project/display images of items in an apartment (e.g., stove, peeling paint) to elicit possible problems.
- Write the problems on the board in full sentences. Supply vocabulary that learners are missing.
- Have learners record words/sentences that are new to them in their vocabulary logs.
- Have them read new words and phrases aloud to practise word and sentence stress.

Activity 3:

- Distribute Handout 1: Sample Note to a Landlord. Read the note aloud and have learners follow along. Ask them to read the note silently to themselves.
- Ask learners the following comprehension questions about the note: *What is the problem? What is the effect of the problem? Who is the landlord? Who is the tenant? What is the request?* They can circle the answers on the handout.
- Debrief by having learners compare their answers with a partner.
- Have learners take turns summarizing the problem orally in their own words.

Activity 4:

- Have learners look carefully at the format of the note and describe what they see. Some possible questions to guide the discussion: *What information is included? How is the information organized? Is there anything missing?* (e.g., apartment number and possibly a telephone number, so the landlord can contact her about a time/date to fix the problem)
- Ask learners to write an apartment and telephone number in the space provided on the note.

Conditions for learning (from the module plan):

- The text to copy is up to about 1 paragraph with a clear layout.
- The writing process is supported through discussion, models, brainstorming, planning, and guided revision and editing.
- Writing is supported by word banks, sentence stems, picture dictionaries, and learner dictionaries.

Assessment Task:

Learners are working towards writing a note to a landlord for a problem of their choosing. They are not ready to be assessed after this lesson.

Materials:

Handouts provided; images of problems in an apartment

Learning Activities:

Activity 5:

- Have learners practise copying the note in the handout.
- Remind them to check their punctuation, spelling, and capitalization using the model.
- Monitor learners' writing and provide support as needed. Make note of common legibility errors to be addressed later.

Activity 6:

- Have learners exchange with a partner and check each other's punctuation, spelling, capitalization.
- Learners make corrections to their note based on peer feedback.
- Collect learners' writing and provide action-oriented feedback to help them improve their writing.

Options for Extensions/Transfer:

A variety of complaints can be used to enhance oral skills and entrench the vocabulary. Pairs can role-play dialogues making requests to the landlord orally.

Sociolinguistic Knowledge: Learners are developing an understanding that written requests require certain language conveying politeness (e.g., correct use of modals to sound polite and not pushy).

Numeracy: apartment number; telephone number

Digital Literacy: Learners can type the note in MS Word.

Learning Strategies: Identifying how the task (making a request to solve a problem) is useful in their lives and applied to other situations; using a model to produce new writing; copying words and simple sentences to practise spelling and aid memorization.

Extension Activity:

Have learners inspect their apartments and identify a problem or a potential problem. They can take a picture and draft a simple description of the problem to bring to class for discussion.

Handout 1: Sample Note to a Landlord

Read the note. Listen to the questions. **Circle** the answers on the note. Write the missing information on the lines.

November 3, 2017

Dear Mr. Black

Today I tried to use my stove and it is not working. The oven is not working either. I have no way to prepare food for my family.

Could you please send someone to fix the problem as soon as possible?

Thank you
Lisa Liu

Handout 2:

Copy the note to the landlord. Remember:

- Capitals at the beginning of each sentence
- Period at the end of each sentence

Dear _____

Today I tried to use _____

Could you please _____

Thank you

Apartment: _____

Telephone Number: _____

Module Plan Sample

CLB 4L: Finding an Apartment

The following module plan is intended as an example of a unit related to Housing. This module is presented as a sample only. Actual use in the classroom would require adjustments to the task goals, language focus items and the literacy skills/learning strategies sections, depending on the literacy needs and language learning goals of the learners in the class; the goals they are working towards; and the authentic language samples/texts used in the lessons.

The time needed to complete all of the activities that will enable ESL Literacy learners to perform the real-world tasks in this unit is dependent on their skills and background knowledge.

	Listening	Speaking	Reading	Writing	
CLB Level	4	4	CLB 4L	CLB 4L	Instructor Notes
Real-World Task Goal(s)	Follow directions to a rental unit on a map.	Ask and answer questions about renting an apartment, in a phone call with potential landlord.	Understand a housing ad to make a decision about renting.	Write an email to a family member describing a rental unit.	
Background Information	Ways to find rental units: want ads, rental agencies, signs outside of apartments; furnished/unfurnished apartments, bachelor apartments; common amenities in rental units: refrigerator, stove, heat, electricity, water; additional amenities: dishwasher, pool, air conditioning, balcony, laundry facilities; landlord/tenant rights and responsibilities; monthly/yearly leases; references from previous landlords; first and last month's rent; deposits; credit checks				
CLB Competency Areas, Competencies, and Indicators of Ability	<p>II. Comprehending Instructions</p> <ul style="list-style-type: none"> • Understand common, sequentially presented instructions and directions related to familiar, everyday situations of personal relevance. <p>[Instructions are about 4 to 5 steps.]</p> <ul style="list-style-type: none"> - Identifies words and phrases that indicate movement, location, manner, frequency, and duration. - Responds with appropriate actions to directions and instructions. - Recognizes and identifies correct sequence of steps. 	<p>III. Getting Things Done</p> <ul style="list-style-type: none"> • Give and respond to informal requests, permission, suggestions, and advice. <ul style="list-style-type: none"> - Provides details and gives reasons. - Uses modals with the appropriate level of politeness. <p>IV. Sharing Information</p> <ul style="list-style-type: none"> • Ask for and give information related to routine daily activities in one-on-one interactions. <ul style="list-style-type: none"> - Provides necessary information. - Asks relevant questions. - Repeats information and ideas to confirm understanding. 	<p>III. Getting Things Done</p> <ul style="list-style-type: none"> • Get information from simple formatted texts. <ul style="list-style-type: none"> - Identifies layout and specific information. - Identifies type and purpose. - Compares facts and information to make choices. 	<p>I. Interacting with Others</p> <ul style="list-style-type: none"> • Convey short, personal, informal social messages on topics related to familiar everyday situations. <p>[Message is a few sentences or a short paragraph addressed to a familiar person and related to a personally relevant situation.]</p> <ul style="list-style-type: none"> - Conveys the message so that a reader can follow it. - Uses language and content that are appropriate to the intent and the social context. - Conveys main ideas and supports them with some detail in a basic paragraph structure. - Conveys feelings in a manner that is appropriate to the context. 	

	Listening	Speaking	Reading	Writing	
CLB Level	4	4	CLB 4L	CLB 4L	Instructor Notes
Language Focus	<ul style="list-style-type: none"> - Phrases for directions: <i>turn right at _____; on your right, etc.</i> - Vocabulary for directions: <i>north, south, left, right, etc.</i> - Imperatives 	<ul style="list-style-type: none"> - Question formation: information and yes/no questions - Embedded questions (<i>Can you tell me ___?</i>) - Pronunciation and polite tone - Appropriate register - Vocabulary related to housing (e.g., <i>bedrooms, parking, balcony, air conditioning, utilities</i>) - Telephone greetings and closings - Structure of the conversation: greeting, reason for calling, questions, pre-closing, closing 	<ul style="list-style-type: none"> - Vocabulary for apartment features (e.g., <i>balcony, laundry, bachelor</i>) - Abbreviations in housing ads (e.g., <i>incl., bdrm., A/C, prkg.</i>) - Adjectives to describe rental units (e.g., <i>spacious, bright, clean, convenient</i> (location)) - Purpose and layout of a housing ad 	<ul style="list-style-type: none"> - Email conventions - Structure of simple paragraph - Descriptive adjectives - Appropriate register for the audience 	The language focus items and literacy skills/strategies are determined through a task analysis. They inform the skill-building activities learners will practise before they perform the real-world tasks.
Literacy Skills and Learning Strategies	<ul style="list-style-type: none"> - Asking for clarification/ repetition 	<ul style="list-style-type: none"> - Asking for clarification/ repetition - Asking speaker to slow down, spell the street name 	<ul style="list-style-type: none"> - Recognizing ad format and reading for specific purpose - Noticing elements in design and recognizing that these are related to the purpose - Scanning for specific information - Identifying sight words and rote phrases 	<ul style="list-style-type: none"> - Using model to copy accurately - Writing legibly - Proof-reading and editing writing - Using dictionary to check the spelling of words 	The literacy skills and strategies for Reading and Writing come from the Continuum of Literacy Skills in the <i>CLB: ESL for ALL</i> document.
Assessment Tasks	Follow directions to a rental unit on a simple map.	Role-play a phone call to a landlord. Ask and answer questions about renting an apartment.	Compare a list of housing requirements to a rental ad to determine suitability.	Write a one-paragraph email to a family member describing a rental unit you like.	

Lesson Plan Sample

CLB 4L Understanding Housing Ads

(Approximate Time: 3-4 hours)

Background: This lesson plan is part of a series of lessons that will ultimately lead to ESL Literacy learners being able to read a housing ad, in order to make a decision about suitability. In this lesson, learners are practising skill-building activities to help them understand abbreviations commonly found in housing ads. ESL Literacy learners may be learning about abbreviations for the first time, so the instructor is using this opportunity to introduce the concept and facilitate further learning.

By the end of this lesson learners will be able to:

- Understand abbreviations in housing ads

CLB Competencies:

Getting Things Done

Oral Development:

Do you live in a house or apartment? How did you find it? Describe it – what features does it have (e.g., number of bedrooms, parking, balcony, etc.)

Explicit Literacy Skills Focus:

- Understanding the purpose and genre of advertisements
- Recognizing and decoding common abbreviations and acronyms
- Identifying sight words and rote phrases

Learning Activities:

Activity 1:

- Set the context by asking learners questions about where they live (house or apartment), and how they found their home. Discuss possible ways to find rental units: want ads, rental agencies, signs outside of apartments.

Activity 2:

- Have learners work in pairs and interview each other about some of the features of their homes. Display a list of questions on the whiteboard to guide the interviews (e.g., Does your apartment include utilities? How many bedrooms does it have? Does it have parking/a balcony/a pool/air conditioning? Is it close to public transit, your children's school, a grocery store?).
- Debrief. Note any new vocabulary on the board and have learners copy words and phrases into their vocabulary logs.

Activity 3:

- Drill pronunciation. Identify syllables and stress patterns in multi-syllable words.
- Have learners repeat and tap the syllables of longer words.

Activity 4:

- Ask learners if they use any abbreviations and short forms in their lives. Record their answers on the board. (St., Ave. and other common usages). Show learners examples of how abbreviations are formed in various ways: by using the first and last letter of the word (as in *St.* for *Saint*), by removing all vowels (*frplc.* for *fireplace*), by using the first few letters of the word (*bal.* for *balcony*), and by using the first letter of a two-word phrase (*A/C*). With each example, elicit from learners what the writer did to shorten each word. Ask learners where they might see abbreviations and short forms. (e.g., days/months, a.m./p.m., when texting, on forms, etc.).
- Record answers.

Conditions for learning:

- Formatted texts may be paper based or digital/online.
- The text is limited to common, factual, familiar, and concrete vocabulary
- The text is clear, sparse (lots of white space), and easy to read.
- There may be a variety of font types (12–14 point).
- Text may contain a variety of common textual features (bold, italics, sub headings).

Assessment Task:

Learners are working towards writing a note to a landlord for a problem of their choosing. They are not ready to be assessed after this lesson.

Materials:

Handouts provided; images of problems in an apartment

Learning Activities:

Activity 5:

- Remind learners that ads are often used to advertise places for rent. These ads are full of abbreviations. Arrange learners into small groups. Using cut up cards (Handout 1), have each group match the word with the corresponding abbreviation.
- Have them check their work against another group and add any short forms that they missed. Debrief through class correction and ask each group to say how they made their decisions.

Activity 6:

- Distribute Handout 2. Working with a partner, have learners underline all of the abbreviations in the ad. Then ask them to re-write each one in full. When they are done, learners can check their answers with another pair of learners. Take up the answers in a class discussion.

Options for Extensions/Transfer:

Abbreviations can be re-visited if learners are studying a unit on finding a job. Looking at abbreviations in employment ads will help to reinforce learning.

Digital Literacy: Have learners search for and read housing ads online.

Learning Strategies: Encourage learners to ask for clarification and verification using appropriate language structures.

Extension Activity:

Ask learners to bring any examples of abbreviations they find to class. Post a wall chart for them to use whenever they find a new abbreviation.

Handout 1

br.	bedroom
frplc.	fireplace
util.	utilities
tel.	telephone
mo.	month
A/C	air conditioning
apt.	apartment
bal.	balcony
sep.	separate
priv.	private
incl.	included
req.	required
w/	with



Handout 2: Work with a partner. Underline each abbreviation. Write the meaning. The first one is done for you.

Spacious, Bright and Clean!

Custom kitchen - new appliances. 3 bdrms., gas frplc., A/C.
Huge deck w/priv. yard; sep. laundry.

Walk to lake, parks, schools. Close to bus stop. \$1500/mo. Util.
incl.

1st & Last. References req. No smoking/pets; Min. 1 Yr. lease.
Available Oct. 1st!

bdrms	bedrooms

Digital Literacy Lesson Plan Sample

Finding Information about the Weather on the Internet

(Approximate Time: 3 hours)

This lesson plan illustrates a task-based approach to teaching digital literacy skills in an adult ESL Literacy class. In this lesson, learners follow instructions to check the weather in a few Canadian cities on the internet.

Background: The majority of learners in this class are CLB 1L-CLB 2L, with a few learners at Foundation L. The worksheets are intended for the CLB 1L and 2L learners in the class. CLB 2L learners will complete both tasks. CLB 1L will complete Task 1 and may attempt Task 2. Foundation L learners will require one-on-one support and will also use the visuals from Task 1 to follow instructions. Although there is no direct correlation between learners’ digital skills and their literacy abilities, the learners in this class often experience difficulties using digital devices for reading and writing, and will require a lot of support to complete the tasks.

It is assumed that learners are highly familiar with the language needed to understand the content of the lesson (e.g., they have done previous activities related to the vocabulary for weather, and Canadian cities and provinces, and they have recorded temperatures to describe the weather). The lesson focuses on digital literacy and is not intended to assess learner’s Reading and Writing skills. It is directly related to the topics covered in class and can be a useful extension to developing learners’ language, literacy, numeracy, and digital skills.

<p>Real-world task: Follow instructions to check the weather on the internet.</p> <p>By the end of the lesson learners will have:</p> <ul style="list-style-type: none"> - used a web browser to open a website - used a website to check the weather - checked and recorded current temperatures - discussed their findings with a classmate <p>Competencies: R - Comprehending Information R/L - Comprehending Instructions</p> <p>Digital Skills:</p> <ul style="list-style-type: none"> - locating and opening a web browser - using a mouse, single and double click - typing in a web address - locating necessary information based on text, numbers, and pictures - using touch and swipe on a mobile device or a tablet (optional) 	<p>Learning Activities:</p> <p>Activity 1: Whole class, explicit instruction and modelling</p> <ul style="list-style-type: none"> - Introduce using a website to check the weather in Canada. - Project the computer screen and have learners locate a web browser. - Double click on the browser to open it and have learners say how many times they have to click the mouse to open the browser. Have learners tap their index finger twice on their desks to imitate the action. - Have learners locate the search box. Draw their attention to the image of the “magnifying glass”. Elicit its meaning: “search”. - Write the URL weather.gc.ca on the board. Have learners read it aloud. Direct their attention to the “.ca” in the web address and ask them if they know what it means (Canada). - Type the URL in the browser address bar. Have learners spell it. Press the “ENTER” key. - On the homepage, prompt learners with questions about what they see (e.g., Canadian Flag, maps of Canada). 	<p>Instructor Notes:</p> <p>The steps in Activity 1 can be repeated with any website in future lessons.</p>
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<p>Literacy Skills:</p> <ul style="list-style-type: none"> - reading sight words (e.g., a Canadian city such as Toronto, weekend, Sat, Sun, cloudy, showers, sunny) - navigating a formatted text - recording information in a chart - using a calendar <p>Numeracy:</p> <ul style="list-style-type: none"> - temperatures <p>Transferability:</p> <p>Learners can apply these skills and check the weather in different cities, at different times, outside the classroom, at home, use when needed before planning a trip, using different devices, etc.</p> <p>Assessment:</p> <ul style="list-style-type: none"> - Self-assessment checklist at the end of the lesson - Tasks 1, 2 can be placed in learners' portfolios (in the <i>Other</i> section) to help them keep track of their digital literacy skills development. - Tasks 1, 2 (if completed successfully) can also be used as skill-using activities for learners working towards CLB 2L in Reading (Following Instructions). 	<p>Activity 2: Individually with the instructor's support:</p> <ul style="list-style-type: none"> - Distribute the worksheet: Handout 1. - Ask learners to follow the steps. Circulate and support where necessary. - Review and summarize the steps in Handout 1 on the board. <p>Activity 3: Whole class, explicit instruction and modelling</p> <ul style="list-style-type: none"> - Show learners how to check the current weather: click on <i>Current Conditions</i> (i.e., on the visual of Canada map, first image on the left). - Have learners describe what they see on the map. Elicit some provinces, cities, temperatures, weather vocabulary associated with images (e.g., sunny, cloudy, rainy, snowy). - Have learners name a city on the map. Click on the city. Elicit the weather in the city. Go back. Draw learners' attention to the back arrow on the top of the web browser. Elicit its meaning, use and name (back button). - Repeat the above with a few cities that learners choose. <p>Activity 4: Individually, with instructor's support</p> <ul style="list-style-type: none"> - Write 3–4 cities on the board and have learners use the map to find the cities and click on them: Toronto <- (back arrow) Winnipeg <- Vancouver <- - Encourage learners to assist each other. Support where necessary. Record cities and temperatures on the board. 	
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	<p>Activity 5: Whole class, explicit instruction and modelling</p> <ul style="list-style-type: none"> - Click on one of the cities (e.g., capital city in your province) and elicit the current temperature. - Elicit a day-by-day weather forecast using the Forecast chart on the webpage. <p>Activity 6: Individually, with instructor's support</p> <ul style="list-style-type: none"> - Have learners open the same webpage on their devices and record the weather and temperature on their calendars (Handout 2) using numbers and words (e.g., Tuesday – 2° cloudy) or using images (e.g., image of a cloud). - Circulate, provide support as necessary. - Have learners check their notes with a partner. <p>Activity 7: Individually, additional practice</p> <ul style="list-style-type: none"> - Have CLB 2L complete Handout 3. Foundation and CLB 1L can work with practice flashcards (see Activity 8). <p>Activity 8: Individually, additional practice</p> <ul style="list-style-type: none"> - Have learners practise weather vocabulary using online flashcards. - They can explore a weather app on their phones (with guidance). <p>Activity 9: Checklist</p> <ul style="list-style-type: none"> - Project the self-assessment checklist (Handout 4) on the wall/screen. Complete it together. Discuss how learners can apply what they learned outside the classroom. Suggest ideas (e.g., show your children how to check the weather, make it a fun game at home, check the weather before planning a trip). 	<p>Online flashcards: Quizlet.com is a free online website that can be used to create online and print flashcards. There are also Quizlet apps that can be used on a phone or tablet for additional practice.</p> <p>For weather vocabulary, see: https://quizlet.com/_2xznac</p> <p>In future lessons, learners can explore other weather websites (e.g., weather.ca) to check weather in their city and in their home country. They can also watch a recorded weather report about current weather conditions, etc.</p>
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Handout 1: Open a weather website.



1. Find the browser.



2. Place the cursor.

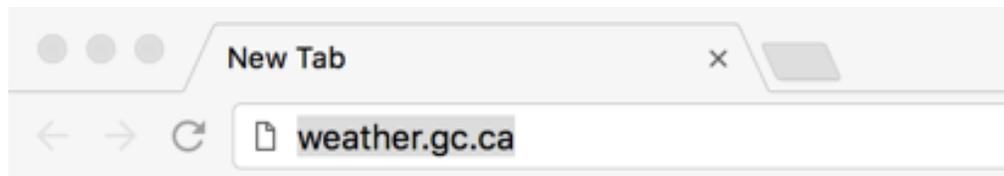


3. Open the browser.

2X



4. Type: **weather.gc.ca**

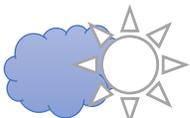


Handout 3: Check the weather**(CLB 2L) Complete the worksheet**

1. Check the weather in _____.

2. Check the weather for the next 5 days.

3. Copy the weather on your calendar:

Friday
sun and clouds +5C


4.  Discuss the weather with your partner.

Handout 4: My Checklist

- I can open a web browser.
- I can type a web address: weather.gc.ca
- I can copy temperatures in my calendar.

Comments:

- with a lot of support
- with some support
- independently

Differentiated Tasks and Think Alouds

This section presents task exemplars (Foundation L to CLB 4L), and corresponding *Think Alouds* using tasks related to the multi-level Shopping unit on pp. 124 to 135 for Foundation/CLB 1L.

The purpose of these exemplars is to show how a task related to the same theme/topic can be adapted across a range of CLB L levels. The *Think Alouds* outline the skills and supports ESL Literacy learners need to complete the tasks as well as specific adjustments that need to be made to accommodate their unique needs. The exemplars include the following tasks:

Foundation L:

Reading: Read a one-word food label and match to a photograph of a food package to identify contents.

Writing: Copy familiar food words to make a very simple shopping list.

CLB 1L:

Reading: Read a simplified food label to identify contents and best before date.

Writing: Copy familiar food words to make a shopping list.

CLB 2L:

Reading: Read a simplified food label to identify information.

Writing: Write a very simple note to buy several items.

CLB 3L:

Reading: Read a simplified food label to identify and interpret information.

Writing: Write a simple note to buy several items and include a food restriction.

CLB 4L:

Reading: Read a food label to identify and interpret information.

Writing: Write a note to buy a number of items and include amounts and a food restriction.

Foundation L: Reading Task Exemplar	
Foundation L: Getting Things Done: Reading Food Labels	
<p>Task: Read a one-word food label and match to a photograph of a food package to identify contents.</p> <p>Reading: Read a one-word food label and match to a photograph of a food package to identify contents.</p> <p>Writing: Copy familiar food words to make a very simple shopping list.</p>	<p>How this task supports thinking:</p> <p>Reading: Read a one-word food label and match to a photograph of a food package to identify contents.</p> <p>Writing: Copy familiar food words to make a very simple shopping list.</p>
<p>How this task supports thinking:</p> <p>Reading: Read a one-word food label and match to a photograph of a food package to identify contents.</p> <p>Writing: Copy familiar food words to make a very simple shopping list.</p>	<p>How this task supports thinking:</p> <p>Reading: Read a one-word food label and match to a photograph of a food package to identify contents.</p> <p>Writing: Copy familiar food words to make a very simple shopping list.</p>

The Think Alouds are organized into three sections:

- The left-hand side describes the underlying skills learners need to acquire in order to accomplish this task. (These may be acquired over time.)
- The right-hand side describes specifically what instructors would do to support the task before, during, and after it is introduced to ESL Literacy learners.
- The bottom band discusses the format of the task, the cognitive requirements, and the conditions that support ESL Literacy learners in accomplishing this task (to differentiate from a task for mainstream ESL learners).

Foundation L
Reading Task Exemplar
Food Labels

Directions for the task:

1. Cut out the food cards.
2. Explain the task to learners and make sure they understand the indicators of success.
3. Have learners match the photograph of the package to the photograph of the food.
4. Have learners match the photograph of the food to the one-word food label.
5. Guide learners through an oral reflection. Was it easy? Was it hard? How did they know what was inside the packages?
6. Complete *Instructor's feedback* and discuss with each learner.

Assessment information

Level: CLB Foundation L Reading

Competency Area: Getting Things Done

Task: Read a one-word food label and match to a photograph of a food package to identify contents

Indicators of success for this task:

- Learner identified key words and images.
- Learner answered 9–12 questions.
- Learner had some help or worked independently.

Assessment for further learning:

- Learner matched food package to the food: _____/6
- Learner matched food label to the photograph: _____/6

Foundation L Reading Task Exemplar



milk

images ©Thinkstock



eggs

images ©Thinkstock

Foundation L Reading Task Exemplar

	
<p>bread</p>	

images ©Thinkstock

	
<p>noodles</p>	

images ©Thinkstock

Foundation L Reading Task Exemplar



rice

images © Thinkstock



chicken

images © Thinkstock

Foundation L Reading Task Exemplar

Instructor's feedback (discuss with learner):		
<p>Good start 0–5 correct answers ✓</p>	<p>Almost 6–8 correct answers ✓ ✓</p>	<p>Successful 9–12 correct answers ✓ ✓ ✓</p>
How much help did the learner need?		
<p>Lots of help ✓</p>	<p>Some help ✓ ✓</p>	<p>On my own ✓ ✓ ✓</p>
Instructor's comments:		
Work on:	Continue:	

Foundation L Reading Task Exemplar

Foundation L Getting Things Done: Reading Food Labels			
Task: Read a one-word food label and match to a photograph of a food package to identify contents			
What skills do learners need to complete the task?	Building conceptual knowledge - food labels tell you about contents of a package - food packages can look different		Before the task: skill-building activities - bring in actual food packages to handle and discuss - discuss food: <i>What do you eat? What do you like?</i> - build food vocabulary using pocket charts, matching cards, and chants - use same cards for many different activities: matching, listening and pointing, sorting - build decoding skills by looking at word shapes, first letter, and counting letters - work with photographs and words together on one card - use a larger set of cards on the board to model - create a language experience story about food or a class trip to a grocery store
	Developing oral language - food words		During the task: scaffolding and support - model task for learners using a larger version on the board - give learners a completed set of cards to copy - reduce the number of cards - give learners extra time - let learners work with help
	Reading skills and strategies - use sight words and first letter recognition to decode - use picture discrimination to recognize the photographs		After the task: reflection and next steps - reflect orally: <i>How was it?</i> - discuss instructor feedback - next activity: copy the words to make a shopping list
	Numeracy skills - count letters in words		
Presentation of the task - all language is concrete, relevant to learners, and highly familiar - task includes manipulatives - font uses a hand-printed “a” and “g” and no serifs - font size is very large (20+ point) - page has plenty of white space - visual literacy: images are clear simple photographs	Cognitive requirements of the task - task has several different aspects: food vocabulary, decoding, recognizing photographs, and recognizing food packages; all aspects of the task should be familiar to learners - labels contain one piece of information - task should be familiar and consistent with routines and activities in class	Conditions for completing the task - instructions for the task are given orally, repeated, and supported by physical modelling - learners are given many opportunities for success through repetition - learners can only be assessed on completely familiar tasks - reading comprehension is demonstrated through matching	
How does this task support ESL Literacy learners?			

Foundation L Writing Task Exemplar

Foundation L Writing Task Exemplar Shopping List

Directions for the task:

1. Cut out the food cards.
2. Explain the task to learners and make sure they understand the indicators of success.
3. Have learners choose 4 cards for food they would like to buy.
4. Have learners copy the food words onto their shopping lists.
5. Guide learners through the reflection.
6. Complete *Instructor's feedback* and discuss with each learner.

Assessment information

Level: CLB Foundation L Writing

Competency Area: Reproducing Information

Task: Copy familiar food words to make a very simple shopping list

Indicators of success for this task:

- Learner copied 3–4 words.
- Learner formed most letters clearly.
- Learner mostly wrote on the line.
- Learner had some help or worked independently.

Note:

- Learner may use invented spelling.
- Some letters or numbers may be difficult to decode.

Foundation L Writing Task Exemplar

milk



image ©Thinkstock

eggs



image ©Thinkstock

bread



image ©Thinkstock

Foundation L Writing Task Exemplar



noodles

image ©Thinkstock



rice

image ©Thinkstock



chicken

image ©Thinkstock

Foundation L Writing Task Exemplar

Shopping List

Foundation L Writing Task Exemplar

Instructor's feedback (discuss with learner):			
Copied 3–4 words:	good start	almost	successful
Formed letters:	good start	almost	successful
Wrote on the line:	good start	almost	successful
Learner's results based on instructor's feedback:			
<p>Good start</p> <p>✓</p>	<p>Almost</p> <p>✓ ✓</p>	<p>Successful</p> <p>✓ ✓ ✓</p>	
How much help did the learner need?			
<p>Lots of help</p> <p>✓</p>	<p>Some help</p> <p>✓ ✓</p>	<p>On my own</p> <p>✓ ✓ ✓</p>	
Instructor's comments:			
Work on:		Continue:	

Foundation L Writing Task Exemplar

Foundation L Reproducing Information: Shopping List		
Task: Copy familiar food words to make a very simple shopping list		
What skills do learners need to complete the task?	Building conceptual knowledge - food packages can look different - lists can help you remember	How do I support this task?
	Developing oral language - food words	
	Writing skills and strategies - use sight words and decoding skills (first letter recognition) to read food cards - use visual discrimination to recognize photographs - use visual and motor skills to hold a pencil, form letters, and track from source to list - use visual and motor skills to write on the lines - use encoding skills to write	
	Numeracy skills - counting to 6 - quantities to 6	
Before the task: skill-building activities - bring in actual food packages to handle and discuss - discuss food: <i>What do you eat? Where do you shop? How do you plan what to buy?</i> - build food vocabulary orally, using pocket charts, picture cards, and chants - use same cards for many different activities: matching, listening and pointing, sorting - build decoding skills by looking at word shapes & first letter, and by counting letters - “write” a shopping list by organizing cards in a vertical list - create a language experience story about food or a class trip to a grocery store		During the task: scaffolding and support - model task for learners using a larger version on the board - help learners select the right number of cards - reduce the number of cards to copy - give learners extra time - let learners work with help
After the task: reflection and next steps - reflect orally: <i>How was it?</i> - discuss instructor feedback - next activity: elicit two favorite foods and make personal food cards to read and copy		After the task: reflection and next steps - reflect orally: <i>How was it?</i> - discuss instructor feedback - next activity: elicit two favorite foods and make personal food cards to read and copy
Presentation of the task - all language is concrete, relevant to learners, and highly familiar - task includes manipulatives - font of source text uses a hand-printed “a” and “g” and no serifs - font size of source text is very large (20+ point) - page has plenty of white space - visual literacy: images are clear, simple photographs	Cognitive requirements of the task - task has several aspects: food vocabulary, decoding, recognizing photographs, recognizing food packages, holding a pencil, forming letters, and writing on the lines; all aspects of the task should be familiar to learners - task has four familiar words to copy - task should be familiar and consistent with routines and activities in class	Conditions for completing the task - instructions for the task are given orally, repeated, and supported by physical modelling - learners are given many opportunities for success through repetition - learners can only be assessed on completely familiar tasks
How does this task support ESL Literacy learners?		

CLB 1L Reading Task Exemplar

CLB 1L
Reading Task Exemplar
Food Labels

Directions for this task:

1. Cut out the food cards.
2. Explain the task to learners and make sure they understand the indicators of success.
3. Have learners match the food label to the photograph of the food package.
4. Have learners point to the best before date and say the month.
5. Guide learners through the reflection.
6. Complete *Instructor's feedback* and discuss with each learner.

Assessment information

Level: CLB 1L Reading

Competency Area: Getting Things Done

Task: Read a simplified food label to identify contents and best before date

Indicators of success for this task:

- Learner identified important numbers.
- Learner identified key words in the label.
- Learner matched 9–12 cards and said the names of the months.
- Learner had some help or worked independently.

Assessment for further learning:

- Learner matched food label to the photograph: _____/6
- Learner pointed to the date and said the month: _____/6

CLB 1L Reading Task Exemplar

	<h1>Milk</h1>  <p>Best Before: JA 31 2017</p>
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images ©Thinkstock

	<h1>Eggs</h1>  <p>Best Before: AP 21 2017</p>
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images ©Thinkstock

	<h1>Rice</h1>  <p>Best Before: MA 25 2017</p>
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image ©Thinkstock

image ©Bow Valley College

CLB 1L Reading Task Exemplar

	<h1 data-bbox="803 457 1140 552">Bread</h1>  <p data-bbox="609 814 1047 850">Best Before: JU 13 2017</p>
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images ©Thinkstock

	<h1 data-bbox="732 951 1205 1050">Chicken</h1>  <p data-bbox="609 1346 1063 1381">Best Before: NO 27 2017</p>
---	--

images ©Thinkstock

	<h1 data-bbox="738 1482 1208 1581">Noodles</h1>  <p data-bbox="609 1843 1052 1879">Best Before: DE 27 2017</p>
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images ©Thinkstock

CLB 1L Reading Task Exemplar

Learning reflection:			
Reading:	hard	so-so	easy

Instructor's feedback (discuss with learner):		
<p>Good start 0–5 correct answers</p> <p>✓</p>	<p>Almost 6–8 correct answers</p> <p>✓ ✓</p>	<p>Successful 9–12 correct answers</p> <p>✓ ✓ ✓</p>
How much help did the learner need?		
<p>Lots of help</p> <p>✓</p>	<p>Some help</p> <p>✓ ✓</p>	<p>On my own</p> <p>✓ ✓ ✓</p>
Instructor's comments:		
Work on:	Continue:	

CLB 1L Reading Task Exemplar

CLB 1L Getting Things Done: Reading Food Labels				
Task: Read a simplified food label to identify contents and best before date				
What skills do learners need to complete the task?	Building conceptual knowledge - food labels tell you about contents of a package - food packages can look different - best before dates tell you when food is too old and it may make you sick - dates can have different formats		Before the task: skill-building activities - bring in actual food packages to handle and discuss - build food vocabulary using pocket charts, matching cards, small whiteboards, and chants - discuss best before dates: what they look like and tell you - use same cards for many different activities: matching, listening and pointing, sorting - build decoding skills by looking at word shapes & first letter, and by counting letters - practise reading dates and two-letter month abbreviations - create a language experience story about food or a class trip to a grocery store	How do I support this task?
	Developing oral language - food words - months - best before dates		During the task: scaffolding and support - model task for the learners using a larger version on the board - give learners a completed set of cards to copy - reduce the number of cards - give learners extra time - let learners work with help	
	Reading skills and strategies - use sight words and first letter recognition to decode - scan the entire label to identify the best before date - use picture discrimination to recognize photographs and realistic drawings		After the task: reflection and next steps - reflect orally: <i>How was it? What strategies did you use?</i> - guide learners through the learning reflection and discuss instructor feedback - next activity: copy the words to make list of foods you like and don't like	
	Numeracy skills - dates and format of dates - reading numbers to 31			
Presentation of the task - all language is concrete, relevant to learners, and highly familiar - task includes manipulatives - font uses a hand-printed "a" and "g" and no serifs - font size is very large (18+ point) - page has plenty of white space - visual literacy: images are clear, simple photographs and realistic drawings	Cognitive requirements of the task - task has several different aspects: food vocabulary, decoding, recognizing photographs, recognizing packages, reading dates, recognizing two-letter abbreviations for months; all aspects of the task should be familiar to learners - label contains three pieces of information: contents, date, and drawing - task should be familiar and consistent with routines and activities in class	Conditions for completing the task - instructions for the task are given orally, repeated, and supported by physical modelling - learners are given many opportunities for success through repetition - learners can only be assessed on completely familiar tasks - reading comprehension is demonstrated through matching, pointing, and speaking		
How does this task support ESL Literacy learners?				

CLB 1L Writing Task Exemplar

CLB 1L Writing Task Exemplar Shopping List

Directions for the task:

1. Cut out the food cards.
2. Explain the task to learners and make sure they understand the indicators of success.
3. Have learners choose 8 cards for food they would like to buy.
4. Have learners copy the food words onto their shopping lists.
5. Guide learners through the reflection.
6. Complete *Instructor's feedback* and discuss with each learner.

Assessment information

Level: CLB 1L Writing

Competency Area: Reproducing Information

Task: Copy familiar food words to make a shopping list

Indicators of success for this task:

- Learner copied 6-8 words.
- Learner formed most letters clearly.
- Learner wrote on the line.
- Learner copied mostly accurately.
- Learner had some help or worked independently.

Note:

- Learner may use invented spelling.
- Some letters or numbers may be difficult to decode.

CLB 1L Writing Task Exemplar

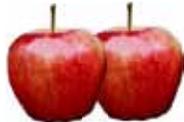
milk 	rice 
eggs 	chicken 
bread 	apples 
noodles 	carrots 
potatoes 	broccoli 

image ©Thinkstock

image ©Thinkstock

image ©Thinkstock

image ©Thinkstock

image ©Google Images

image ©Thinkstock

image ©Thinkstock

image ©Google Images

image ©Google Images

image ©Google Images

CLB 1L Writing Task Exemplar

My Shopping List:

CLB 1L Writing Task Exemplar

CLB 1L Reproducing Information: Shopping List			
Task: Copy familiar food words to make a shopping list			
What skills do learners need to complete the task?	Building conceptual knowledge - food packages can look different - lists can help you remember		How do I support this task?
	Developing oral language - food words		
	Writing skills and strategies - use sight words and decoding skills to read food cards - use visual discrimination to recognize photographs - use visual and motor skills to hold a pencil, form letters, and track from source to list - use visual and motor skills to write on the lines - use encoding skills to write - use knowledge of format to write a list		
	Numeracy skills - counting to 10 - quantities to 10		
Before the task: skill-building activities - bring in actual food packages to handle and discuss - discuss food shopping: <i>How do you plan what to buy?</i> - build food vocabulary using pocket charts, matching cards, small whiteboards, and chants - use same cards for many different activities: matching, listening and pointing, sorting - build decoding skills by looking at word shapes & first letter, and by counting letters - “write” a shopping list by organizing cards in a vertical list - create a language experience story about food or a class trip to a grocery store	During the task: scaffolding and support - model task for learners using a larger version on the board - help learners select the right number of cards - reduce the number of cards to copy - give learners extra time - let learners work with help	After the task: reflection and next steps - reflect orally: <i>How was it?</i> - guide learners through the learning reflection and discuss instructor feedback - next activity: use cards to make lists of food we like and dislike, or eat and don't eat	
Presentation of the task - all language is concrete, relevant to learners, and highly familiar - task includes manipulatives - font of source text uses a hand-printed “a” and “g” and no serifs - font size of source text is very large (18+ point) - page has plenty of white space - visual literacy: images are clear, simple photographs	Cognitive requirements of the task - task has several different aspects: food vocabulary, decoding, recognizing photographs, recognizing food packages, holding a pencil, forming letters, and writing on the lines; all aspects of the task should be familiar to learners - task has six familiar words to copy - task should be familiar and consistent with routines and activities in class	Conditions for completing the task - instructions for the task are given orally, repeated, and supported by physical modelling - learners are given many opportunities for success through repetition - learners can only be assessed on completely familiar tasks	
How does this task support ESL Literacy learners?			

CLB 2L Reading Task Exemplar

CLB 2L Reading Task Exemplar Food Labels

Directions for the task:

1. Explain the task to learners and make sure they understand the indicators of success.
2. Have learners read the label.
3. Have learners answer the questions.
4. Discuss *Thinking about the reading* questions to connect the reading with what they know.
5. Guide learners through the reflection.
6. Complete *Instructor's feedback* and discuss with each learner.
7. Note that *Thinking about the reading* questions are not assessed.

Assessment information

Level: CLB 2L Reading

Competency Area: Getting Things Done

Task: Read a simplified food label to identify information

Indicators of success for this task:

- Learner got the gist of the label.
- Learner located key information on the label.
- Learner answered 5–6 questions (which include literal and interpretive questions).
- Learner had some help or worked independently.

Note:

- Learner may answer orally, in several words, or in a complete sentence.
- Learner may use invented spelling.

Assessment for further learning:

- Learner answered literal questions (questions 1–4): _____ /4
- Learner answered interpretive questions (questions 5–6): _____ /2

CLB 2L Reading Task Exemplar

Food Labels

Read the label. Answer the questions.



Chicken Noodle Soup

500 mL

Best Before: AP 10 2019

Ingredients: water, noodles, carrots, chicken, salt

A black and white illustration of a bowl of soup with steam rising from it, sitting on a saucer.

images ©Thinkstock

Understanding the reading:

1. What is in the can?
2. What is the best before date?
3. Does the soup have carrots?
4. How many mL are in the can?
5. Does the soup have meat?
6. My friend does not eat salt. Can he eat this soup?

Thinking about the reading:

Do you eat soup?

Do you buy soup in a can?

Do you make soup at home?

CLB 2L Reading Task Exemplar

Learning reflection:			
Reading words:	hard	so-so	easy
Reading numbers:	hard	so-so	easy

Instructor's feedback (discuss with learner):		
Good start 0–2 correct answers 	Almost 3–4 correct answers  	Successful 5–6 correct answers   
How much help did the learner need?		
Lots of help 	Some help  	On my own   
Instructor's comments:		
Work on:	Continue:	

CLB 2L Reading Task Exemplar

CLB 2L Getting Things Done: Reading Food Labels			
Task: Read a simplified food label to identify information			
What skills do learners need to complete the task?	Building conceptual knowledge - food labels tell you about contents and nutrition - soup can come in a can - best before dates tell you when food is too old and it may make you sick - dates can have different formats - food can be measured in mL		How do I support this task?
	Developing oral language - food words - months - label words: ingredients, best before dates		
	Reading skills and strategies - use decoding skills and sight words - scan for information to answer literal questions - read with comprehension to answer interpretive questions - use knowledge of format to read label in chunks (not left to right, top to bottom) - use picture discrimination to recognize line drawing		
	Numeracy skills - dates and format of dates - ordering dates (months and numbers at the same time) - reading numbers to 500 - quantities to 500 - reading measurements in mL	Before the task: skill-building activities - bring in actual food packages to handle and discuss - discuss food labels: <i>What information do they give us? What is the format?</i> - discuss ingredients, quantities, and best before dates - build food vocabulary using pocket charts, matching cards, small whiteboards, and chants - practise reading dates and two-letter month abbreviations	
		During the task: scaffolding and support - give learners a word bank or vocabulary cards to help with food words - read questions out loud - encourage reading strategies for the learners, such as getting information from the drawings - give learners extra time - let learners work with help	
		After the task: reflection and next steps - reflect orally: <i>How was it? What strategies did you use?</i> - guide learners through the learning reflection and discuss instructor feedback - consider how learners did on literal and interpretive questions - next activity: create language experience story about food or a class trip to a grocery store	
Presentation of the task - all language is concrete, relevant to learners, and familiar - task can be paper-based but is highly adapted - font uses a typed "a" and "g" and no serifs - font size is large (16+ point) - page has plenty of white space - visual literacy: images are clear line drawings	Cognitive requirements of the task - task has many different aspects: food vocabulary, decoding, recognizing line drawings, recognizing food packages, reading amounts, reading dates, recognizing two-letter abbreviations for months, and navigating formats; all aspects of the task should be familiar to learners - label contains four pieces of information - task should be familiar and consistent with routines and activities in class	Conditions for completing the task - instructions for the task are given orally and supported by physical modelling - learners are given opportunities for success through repetition - learners can only be assessed on completely familiar tasks - reading comprehension is demonstrated orally or in writing	
How does this task support ESL Literacy learners?			

CLB 2L Writing Task Exemplar

CLB 2L
Writing Task Exemplar
Note about Food

Directions for the task:

1. Explain the task to learners and make sure they understand the indicators of success.
2. Have learners write the note.
3. Support learners as needed and encourage use of strategies such as using the word bank.
4. Guide learners through the reflection.
5. Complete *Instructor's feedback* and discuss with each learner.

Assessment information

Level: CLB 2L Writing

Competency Area: Getting Things Done

Task: Write a very simple note to buy several items

Indicators of success for this task:

- Learner filled in greeting, closing, and the date in the right sections of the template.
- Learner copied 6–8 items.
- Learner wrote legibly.
- Learner copied accurately.
- Learner had some help or worked independently.

Note:

- Learner may use invented spelling.
- Some letters or numbers may be difficult to decode.

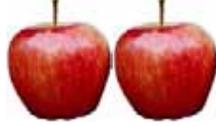
CLB 2L Writing Task Exemplar

Write a Note about Food

Write a note to someone in your family.

Ask him or her to buy 8 things at the store.

Use these words to help you.

<p>milk</p>  <p>image ©Thinkstock</p>	<p>chicken</p>  <p>image ©Thinkstock</p>
<p>eggs</p>  <p>image ©Thinkstock</p>	<p>beef</p>  <p>image ©Google</p>
<p>butter</p>  <p>image ©Google</p>	<p>pork</p>  <p>image ©Google</p>
<p>cheese</p>  <p>image ©Google</p>	<p>duck</p>  <p>image ©Google</p>
<p>rice</p>  <p>image ©Thinkstock</p>	<p>apples</p>  <p>image ©Google</p>
<p>potatoes</p>  <p>image ©Google</p>	<p>lettuce</p>  <p>image ©Google</p>
<p>noodles</p>  <p>image ©Thinkstock</p>	<p>carrots</p>  <p>image ©Google</p>
<p>bread</p>  <p>image ©Thinkstock</p>	<p>broccoli</p>  <p>image ©Google</p>

CLB 2L Writing Task Exemplar

Date: _____

Hi _____,

Please go to the store for me. Can you buy:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Thanks,

CLB 2L Writing Task Exemplar

Learning Reflection:			
Writing the words:	hard	so-so	easy
Writing the date:	hard	so-so	easy

Instructor's feedback (discuss with learner):			
Note has greeting and closing:	good start	almost	successful
Note has the date:	good start	almost	successful
Note has 6–8 food items:	good start	almost	successful
Written legibly:	good start	almost	successful
Copied accurately:	good start	almost	successful
Learner's results based on instructor's feedback:			
Good start ✓	Almost ✓ ✓	Successful ✓ ✓ ✓	
How much help did the learner need?			
Lots of help ✓	Some help ✓ ✓	On my own ✓ ✓ ✓	
Instructor's comments:			
Work on:		Continue:	

CLB 2L Writing Task Exemplar

CLB 2L Getting Things Done: Note about Food			
Task: Write a very simple note to buy several items			
What skills do learners need to complete the task?	Building conceptual knowledge - notes can convey messages and get something done - notes have a predictable format - notes are generally informal	<p>The worksheet includes a word bank with 16 food items: milk, eggs, butter, cheese, rice, potatoes, noodles, bread, chicken, beef, pork, duck, apples, lettuce, carrots, and broccoli. Below the word bank is a note template with fields for 'Date:', 'Hi _____', and a list of 8 items to buy, followed by a 'Thanks,' field.</p>	How do I support this task?
	Developing oral language - food words - dates - greetings and closings of notes		
	Writing skills and strategies - use sight words and decoding skills to read word bank - use visual discrimination to recognize photographs in the word bank - use visual and motor skills to form words and track from word bank to note - use visual and motor skills to write on the lines - use knowledge of format to fill in note template - use encoding skills to write		
	Numeracy skills - counting to 16 - quantities to 16 - writing dates		Before the task: skill-building activities - bring in actual food packages to handle and discuss - discuss notes: <i>What is the purpose? What is included?</i> - build food vocabulary using pocket charts, matching cards, small whiteboards, and chants - elicit relevant food vocabulary to add to learners' list - practise writing dates and lists - model a note on the board - write a note as a class - create a language experience story about food or a class trip to a grocery store
			During the task: scaffolding and support - encourage learners to refer to the word bank - encourage strategies such as highlighting the words to copy in the word bank - allow learners to follow a model - give learners extra time - let learners work with help
			After the task: reflection and next steps - reflect orally: <i>How was it? What strategies did you use?</i> - guide learners through the learning reflection and discuss instructor feedback - next activity: as a class, read a recipe for a fruit salad and have learners write a note with a list
Presentation of the task - all language is concrete, relevant to learners, and familiar - task can be paper-based but is highly adapted - font of the word bank uses a typed "a" and "g" and no serifs - font size of source text is very large (16+ point) - page has plenty of white space - visual literacy: images are clear, simple photographs	Cognitive requirements of the task - task has several aspects: food vocabulary, decoding, recognizing photographs, understanding the format of the template, writing on the lines, and encoding text; all aspects of the task should be familiar to learners - task has several familiar pieces of information to fill into the template - task should be familiar and consistent with routines and activities in class	Conditions for completing the task - instructions for the task are given orally and supported by physical modelling - learners are given opportunities for success through repetition - learners can only be assessed on completely familiar tasks	
How does this task support ESL Literacy learners?			



CLB 3L Reading Task Exemplar

CLB 3L Reading Task Exemplar Food Labels

Directions for the task:

1. Explain the task to learners and make sure they understand the indicators of success.
2. Have learners read the label.
3. Have learners answer the questions.
4. Discuss *Thinking about the reading* questions to connect the reading with what they know.
5. Guide learners through the reflection.
6. Complete *Instructor's feedback* and discuss with each learner.
7. Note that *Thinking about the reading* questions are not assessed.

Assessment information

Level: CLB 3L Reading

Competency Area: Getting Things Done

Task: Read a simplified food label to identify and interpret information

Indicators of success for this task:

- Learner got the gist of the label.
- Learner scanned the label to find specific information.
- Learner made inferences based on the label.
- Learner answered 6–8 questions (which include literal and interpretive questions).
- Learner had some help or worked independently.

Note:

- Learner may answer orally, in several words, or in a complete sentence.
- Learner may use invented spelling.

Assessment for further learning:

- Learner answered literal question (questions 1–5): _____ /5
- Learner answered interpretive questions (questions 6–8): _____ /3

CLB 3L Reading Task Exemplar

Food Labels

Read the label. Answer the questions.

Brown's Chocolate Chip Cookies	
	<p>Only 15 g of sugar per serving! 1 serving is 2 cookies</p>
500 g	<p>May contain nuts Best Before: MA 8 2017</p>
<p>Ingredients: flour, sugar, butter, eggs, chocolate chips, baking powder, spices</p>	

image ©Thinkstock

Understanding the reading:

1. What kind of cookies are in the package?
2. Are there eggs in these cookies?
3. How many cookies are there in one serving?
4. How much sugar is in one serving of cookies?
5. What is the last ingredient?
6. How big is the package (how many grams)?
7. Would you eat these cookies on December 8, 2017? Why or why not?
8. Your friend is allergic to nuts. Can she eat these cookies? Why or why not?

Thinking about the reading:

Do you think these cookies are healthy? Why or why not?

Do you use spices? Name a spice you like.

CLB 3L Reading Task Exemplar

Learning reflection:			
Reading the words:	hard	so-so	easy
Understanding the numbers:	hard	so-so	easy
Answering the questions:	hard	so-so	easy
Thinking about the reading:	hard	so-so	easy

Instructor's feedback (discuss with learner):		
Good start 0–3 correct answers 	Almost 4–5 correct answers  	Successful 6–8 correct answers   
How much help did the learner need?		
Lots of help 	Some help  	On my own   
Instructor's comments:		
Work on:	Continue:	

CLB 3L Reading Task Exemplar

CLB 3L Getting Things Done: Reading Food Labels				
Task: Read a simplified food label to identify and interpret information				
What skills do learners need to complete the task?	Building conceptual knowledge - food labels tell you about contents and nutrition, but need to be interpreted - best before dates tell you when food is too old and it may make you sick - food can be measured in grams - people can have food allergies - ingredients are listed in decreasing order of amount		How do I support this task?	
	Developing oral language - food words - months - label words: best before, may contain, ingredients, serving, grams			Before the task: skill-building activities - bring in a package of cookies to handle and discuss - discuss food labels: <i>What information do they give us? What is the format?</i> - discuss ingredients, quantities, and best before dates - discuss nutritional information such as allergy warnings and sugar per serving - elicit food vocabulary and build using matching cards, games, and finding images - scan for and point to information on labels - practise reading dates and two-letter month abbreviations
	Reading skills and strategies - use decoding skills and sight words - scan for information to answer literal questions - read with comprehension to answer interpretive questions - use knowledge of format to read label in chunks - use picture discrimination to recognize stylized drawing			During the task: scaffolding and support - give learners a word bank - read questions out loud - encourage reading strategies, such as using context clues to understand “serving” - give learners extra time - let learners work with help - prompt on two-part questions (<i>Did you answer why?</i>)
Numeracy skills - dates and format of dates - ordering dates (months and numbers) - reading numbers to 500 - quantities to 500 - measuring in grams	After the task: reflection and next steps - reflect orally: <i>How was it? What strategies did you use?</i> - guide learners through the learning reflection and discuss instructor feedback - consider how learners did on literal and interpretive questions - next activity: write a note to a friend to buy food			
Presentation of the task - all language is concrete, relevant to learners, and familiar - task can be paper-based but is adapted - font uses a typed “a” and “g” and no serifs - font size is large (14+ point) - page has plenty of white space - visual literacy: images are stylized drawings	Cognitive requirements of the task - task has many layers of complexity: food vocabulary, decoding, recognizing drawings, recognizing food packages, reading amounts, reading dates, recognizing two-letter abbreviations for months, and navigating formats; only one layer of complexity can be new to learners at one time - label contains many pieces of information	Conditions for completing the task - instructions for the task are read and given orally - learners are given opportunities for success through repetition - learners can only be assessed on familiar tasks - reading comprehension is demonstrated orally or in writing		
How does this task support ESL Literacy learners?				

CLB 3L Writing Task Exemplar

CLB 3L Writing Task Exemplar Note about Food

Directions for the task:

1. Explain the task to learners and make sure they understand the indicators of success.
2. Elicit language for food and notes and write on the board as a word bank.
3. Have learners write the note.
4. Support learners as needed and encourage use of strategies.
5. Guide learners through the reflection.
6. Complete *Instructor's feedback* and discuss with each learner.

Assessment information

Level: CLB 3L Writing

Competency Area: Getting Things Done

Task: Write a simple note to buy a number of items and include a food restriction

Indicators of success for this task:

- Learner included the required information: a greeting and closing, the date, 6–8 items, and a food restriction.
- Learner mostly used periods and capitals correctly.
- Learner spelled most words correctly.
- Learner had some help or worked independently.

Note:

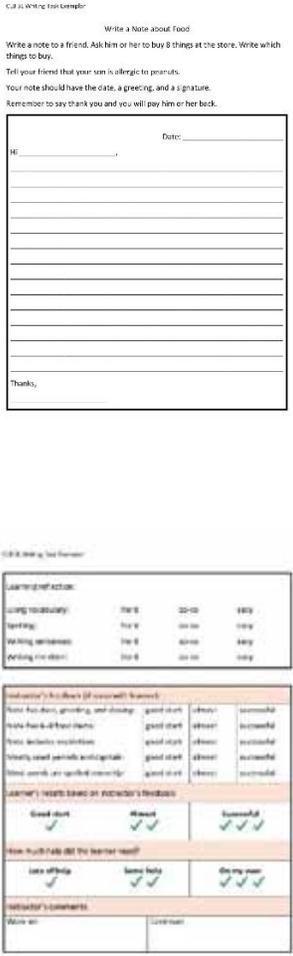
- Learner may use invented spelling.
- Learner may have difficulty with word order or word forms.

CLB 3L Writing Task Exemplar

Learning reflection:			
Using vocabulary:	hard	so-so	easy
Spelling:	hard	so-so	easy
Writing sentences:	hard	so-so	easy
Writing the date:	hard	so-so	easy

Instructor's feedback (discuss with learner):			
Note has date, greeting, and closing:	good start	almost	successful
Note has 6–8 food items:	good start	almost	successful
Note includes restriction:	good start	almost	successful
Mostly used periods and capitals:	good start	almost	successful
Most words are spelled correctly:	good start	almost	successful
Learner's results based on instructor's feedback:			
Good start ✓	Almost ✓ ✓	Successful ✓ ✓ ✓	
How much help did the learner need?			
Lots of help ✓	Some help ✓ ✓	On my own ✓ ✓ ✓	
Instructor's comments:			
Work on:		Continue:	

CLB 3L Writing Task Exemplar

CLB 3L Getting Things Done: Note about Food				
Task: Write a simple note to buy several items and include a food restriction				
What skills do learners need to complete the task?	Building conceptual knowledge - notes can convey messages and get something done - notes have a predictable format - notes are generally informal - people can have food allergies	 <p>The task exemplar includes a note template with fields for 'To:', 'Date:', and 'Thanks,'. Below it is a 'Learning reflection' table with columns for 'Learning Objectives', 'Learning', 'Self-reflection', and 'Peer-reflection'. The table lists objectives like 'Write a note', 'Use a greeting', and 'Use a closing', with checkboxes for 'Good start', 'Almost', and 'Successful'. A 'Teacher's comments' section is also present.</p>	Before the task: skill-building activities - bring in actual food packages to handle and discuss - discuss notes: <i>What is the purpose? What is included?</i> - elicit food vocabulary and build using matching cards, games, and finding images - discuss allergies and other food restrictions - practise writing dates - read model notes and complete a jigsaw activity - model a note on the board - write a note as a class	How do I support this task?
	Developing oral language - food words - dates - greetings and closings of notes - allergies		During the task: scaffolding and support - elicit a word bank for writing notes and write on the board - brainstorm food items together as a class on the board - support pre-writing strategies, such as making a list of food items first - allow learners to follow a model - give learners extra time - let learners work with help	
	Writing skills and strategies - use encoding skills to write words - use knowledge of format to fill in date, greeting, and closing - use word order and sentence patterns to write sentences - use vocabulary and phrases to convey meaning - write with a purpose		After the task: reflection and next steps - reflect orally: <i>How was it? What strategies did you use?</i> - guide learners through the learning reflection and discuss instructor feedback - next activity: read food labels	
	Numeracy skills - counting to 10 - quantities to 10 - writing dates			
Presentation of the task - all language is concrete, relevant to learners, and familiar - task can be paper-based but is adapted - font of the instructions uses a typed "a" and "g" and no serifs - font size of instructions is large (14+ point) - page has plenty of white space - space is given for the greeting, closing, and date	Cognitive requirements of the task - task has several layers of complexity: food vocabulary, language of notes, understanding the format of a note, encoding text, and writing with purpose; only one layer of complexity can be new to learners at one time - task requires knowledge of language, simple sentence structure, and format to write note - task should be familiar and consistent with routines and activities in class	Conditions for completing the task - instructions for the task are read and given orally - learners are given opportunities for success through repetition - learners can only be assessed on familiar tasks		
How does this task support ESL Literacy learners?				

CLB 4L Reading Task Exemplar

CLB 4L Reading Task Exemplar Food Labels

Directions for the task:

1. Explain the task to learners and make sure they understand the indicators of success.
2. Have learners read the label.
3. Have learners answer the questions.
4. Discuss *Thinking about the reading* questions to connect the reading with what they know.
5. Guide learners through the reflection.
6. Complete *Instructor's feedback* and discuss with each learner.
7. Note that *Thinking about the reading* questions are not assessed.

Assessment information

Level: CLB 4L Reading

Competency Area: Getting Things Done

Task: Read a food label to identify and interpret information

Indicators of success for this task:

- Learner identified the purpose of the label.
- Learner scanned the label to find specific information.
- Learner made inferences based on the label.
- Learner answered 6–8 questions (which include literal and interpretive questions).
- Learner had some help or worked independently.

Note:

- Learner may answer orally, in several words, or in a complete sentence.
- Learner may use invented spelling.

Assessment for further learning:

- Learner answered literal questions (questions 1–5): _____/5
- Learner answered interpretive questions (questions 6–8): _____/3

CLB 4L Reading Task Exemplar

Food Labels

Read the label. Answer the questions.

Grandma Kate's Oatmeal Muffin Mix	
Makes 24 delicious muffins	
750 g	
Contains oats, a natural source of fibre!	
32 g of sugar per serving	
May contain traces of nuts Best Before: AU 12 2017	
Ingredients: flour, sugar, oats, oil, corn starch, baking soda, salt, spices	
Directions:	
<ol style="list-style-type: none"> 1. Heat the oven to 350°F. 2. Grease a muffin pan. 3. Pour the mix into a bowl and add 2 eggs and 1 cup water. 4. Stir with a spoon. 5. Pour the mix into the muffin pan. 6. Bake for 18–20 minutes. 	

images ©Thinkstock

Understanding the reading:

1. What kind of muffins does this mix make?
2. How many muffins can you make?
3. How much sugar is there in one serving of muffins?
4. Look at the ingredients. What is the first ingredient in the mix?
5. What two things do you need to add to the mix when you make it?
6. Why are there directions on the package?
7. If your friend is allergic to nuts, can he eat these muffins? Why or why not?
8. Is this muffin mix still good to use on December 20, 2017? Why or why not?

Thinking about the reading:

Do you think these muffins are healthy? Why or why not?

Do you bake at home? Why does this mix tell you to **grease** (put butter or oil on) the pan before you bake muffins?

CLB 4L Reading Task Exemplar

Learning reflection:

Reading the words:	hard	so-so	easy
Understanding the numbers:	hard	so-so	easy
Understanding the pictures:	hard	so-so	easy
Understanding the directions:	hard	so-so	easy
Answering the questions:	hard	so-so	easy
Thinking about the reading:	hard	so-so	easy

Instructor's feedback (discuss with learner):		
Good start 0-3 correct answers 	Almost 4-5 correct answers  	Successful 6-8 correct answers   
How much help did the learner need?		
Lots of help 	Some help  	On my own   
Instructor's comments:		
Work on:	Continue:	

CLB 4L Reading Task Exemplar

CLB 4L Getting Things Done: Reading Food Labels			
Task: Read a food label to identify and interpret information			
What skills do learners need to complete the task?	Building conceptual knowledge - food labels tell you about contents and nutrition, but need to be interpreted - a mix can be used for baking - best before dates tell you when food is too old and it may make you sick - food can be measured in grams - people can have food allergies - ingredients are listed in decreasing order of amount		How do I support this task?
	Developing oral language - food words - measurement words - label words: best before, may contain, traces, ingredients, serving		
	Reading skills and strategies - use decoding skills and sight words - scan for information to answer literal questions - read with comprehension to answer interpretive questions - use knowledge of format to read label in chunks - use picture discrimination to recognize stylized images		
	Numeracy skills - dates and format of dates - ordering dates (months and numbers) - reading numbers to 750 - measuring in grams - measuring in cups		Before the task: skill-building activities - bring in actual food packages to handle and discuss - discuss food labels: <i>What information do they give us? What is the format?</i> - discuss ingredients, quantities, and best before dates - discuss nutritional information such as allergy warnings and sugar per serving - elicit food vocabulary and build using matching cards, games, and finding images - make directions authentic by baking muffins or using measuring cups in class - practise reading dates and two-letter month abbreviations
			During the task: scaffolding and support - give learners a word bank - read questions out loud - encourage reading strategies, such as using pictures to understand the directions - give learners extra time - let learners work with help - prompt on two-part questions (<i>Did you answer why?</i>)
			After the task: reflection and next steps - reflect orally: <i>How was it? What strategies did you use?</i> - guide learners through the learning reflection and discuss instructor feedback - consider how learners did on literal & interpretive questions - next activity: describe a simple recipe
Presentation of the task - language is relevant to learners and familiar - task can be paper-based and is close to authentic - font is clear but authentic - font size and white space are authentic (12 point) - visual literacy: images are stylized drawings	Cognitive requirements of the task - task has many layers of complexity: food vocabulary, decoding, recognizing drawings, recognizing food packages, reading amounts, reading dates, recognizing two-letter abbreviations for months, navigating formats, and reading directions; only one layer of complexity can be new at one time - label contains many pieces of information and directions	Conditions for completing the task - instructions for the task are read and given orally - learners are given opportunities for success through repetition - learners should be assessed on familiar tasks - reading comprehension is demonstrated orally or in writing	
How does this task support ESL Literacy learners?			



CLB 4L Writing Task Exemplar

CLB 4L Writing Task Exemplar Note about Food

Directions for the task:

1. Explain the task to learners and make sure they understand the indicators of success.
2. Elicit language for food and notes and write on the board as a word bank.
3. Have learners write the note.
4. Support learners as needed and encourage use of strategies.
5. Guide learners through the reflection.
6. Complete *Instructor's feedback* and discuss with each learner.

Assessment information

Level: CLB 4L Writing

Competency Area: Getting Things Done

Task: Write a note to buy a number of items and include amounts and a food restriction

Indicators of success for this task:

- Learner included the required information: a greeting and closing, the date, 8–10 items, and a food restriction.
- Learner used amounts, quantities, or containers appropriately.
- Learner had adequate control of punctuation and capitalization.
- Learner spelled most words correctly.
- Learner had some help or worked independently.

Note:

- Learner may use invented spelling.
- Learner may have difficulty with word order or word forms.

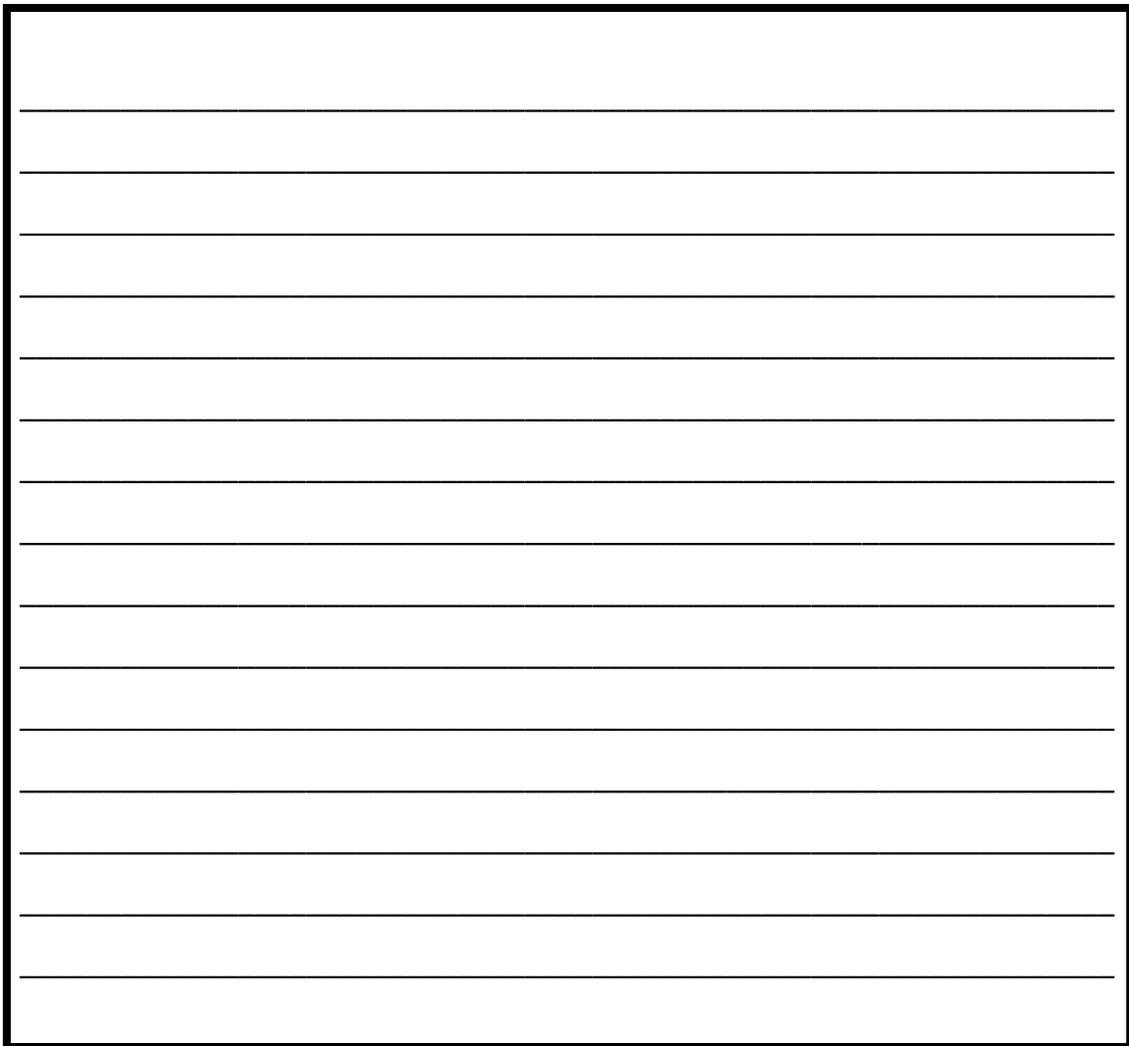
CLB 4L Writing Task Exemplar

Write a Note about Food

Write a note to a friend. Ask him or her to buy 10 things at the store. Write which things to buy. Write the amount that you need of each thing, for example, **2 loaves of bread**.

Tell your friend that your son is allergic to strawberries.

Remember to include the date, a greeting, and a signature. Remember to say thank you and you will pay him or her back.



CLB 4L Writing Task Exemplar

Learning reflection:			
Using vocabulary:	hard	so-so	easy
Spelling:	hard	so-so	easy
Writing sentences:	hard	so-so	easy
Writing the date:	hard	so-so	easy
Writing amounts:	hard	so-so	easy

Instructor's feedback (discuss with learner):			
Note has date, greeting, and closing:	good start	almost	successful
Note has 8–10 food items:	good start	almost	successful
Note includes restriction:	good start	almost	successful
Note includes amounts:	good start	almost	successful
Uses periods and capitals:	good start	almost	successful
Most words are spelled correctly:	good start	almost	successful
Learner's results based on instructor's feedback:			
Good start ✓	Almost ✓ ✓	Successful ✓ ✓ ✓	
How much help did the learner need?			
Lots of help ✓	Some help ✓ ✓	On my own ✓ ✓ ✓	
Instructor's comments:			
Work on:		Continue:	

CLB 4L Writing Task Exemplar

CLB 4L Getting Things Done: Note about Food				
Task: Write a note to buy several items and include amounts and a food restriction				
<p>What skills do learners need to complete the task?</p> <p>Building conceptual knowledge</p> <ul style="list-style-type: none"> - notes can convey messages and get something done - notes have a predictable format - notes are generally informal - people can have food allergies - food can be purchased in different amounts <p>Developing oral language</p> <ul style="list-style-type: none"> - food words - dates - greetings and closings of notes - allergies - language of amounts and packages <p>Writing skills and strategies</p> <ul style="list-style-type: none"> - use encoding skills to write words - use knowledge of format to fill in date, greeting, and closing - use word order and sentence patterns to write sentences - use vocabulary and phrases to convey meaning - write with a purpose <p>Numeracy skills</p> <ul style="list-style-type: none"> - counting to 10 - quantities to 10 - writing dates - writing amounts 		<p>Before the task: skill-building activities</p> <ul style="list-style-type: none"> - bring in actual food packages to handle and discuss - discuss notes: <i>What is the purpose? What is included?</i> - elicit food vocabulary and build using matching cards, games, and finding images - discuss allergies and other food restrictions - develop language of amounts and packages - model a note on the board - write a note as a class 	<p>How do I support this task?</p>	
	<p>During the task: scaffolding and support</p> <ul style="list-style-type: none"> - elicit a word bank for writing notes and write on the board - brainstorm food items together as a class on the board - encourage pre-writing strategies, such as making a list of food items first - allow learners to follow a model - give learners extra time - let learners work with help 			<p>After the task: reflection and next steps</p> <ul style="list-style-type: none"> - reflect orally: <i>How was it? What strategies did you use?</i> - guide learners through the learning reflection and discuss instructor feedback - next activity: write a note based on a recipe you like
	<p>Presentation of the task</p> <ul style="list-style-type: none"> - language is relevant to learners and familiar - task can be paper-based and is close to authentic - font of the instructions uses a typed "a" and "g" and no serifs - font size of instructions is authentic (11 point) - page has authentic use of white space 	<p>Cognitive requirements of the task</p> <ul style="list-style-type: none"> - task has several layers of complexity: food vocabulary, language of notes, language of amounts and packages, understanding the format of a note, encoding text, and writing with purpose; only one layer of complexity can be new to learners at one time - task requires knowledge of language, simple sentence structure, and format to write note - task should be familiar and consistent with routines and activities in class 		<p>Conditions for completing the task</p> <ul style="list-style-type: none"> - instructions for the task are read and given orally - learners are given opportunities for success through repetition - learners should be assessed on familiar tasks
<p>How does this task support ESL Literacy learners?</p>				

Annotated Portfolio Excerpts

The following portfolio excerpts are from a CLB 1L learner. They have been annotated to illustrate best practices in Portfolio-based Language Assessment (PBLA). The portfolio excerpts include:

About Me

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Goal Statement Review	223
Reading (Assessment Task)	225
Writing (Assessment Task)	228

About Me

CLB 1L

A useful strategy for helping ESL Literacy learners complete a portfolio inventory is to highlight relevant information on the worksheet for them to copy.

ESL Literacy Portfolio Inventory

MY PORTFOLIO ABOUT ME

The instructor highlighted the title of the worksheets so that learners could copy it on to their inventory sheet.



Date	Item
April 7th	About Me
April 8th	Goal Statement
April 9th	questionnaire
June 16th	Goal Statement Review

The instructor highlighted the date on the worksheets so that learners could copy.

About Me

CLB 1L



About Me Questionnaire

The original questionnaire used 18 pt. and included a lot of white space. It is short – just 5 questions.

The instructor went over all of the questions in a one-on-one conversation with the learner. The learner responded orally and then wrote the answers without copying.



Answer the questions:

1. What is your name?

2. What is your first language?

_____ Dahi

3. What is your home country?

_____ afghanistan

4. Are you married?

_____ yes

5. When did you come to Canada?

_____ 2012

Another strategy for getting information about the learner is to have them draw pictures about themselves, their families, their daily routines, or their future goals.

Capitalization or spelling errors are not corrected in this type of activity.

This questionnaire can also be used as an informal diagnostic of learners' writing abilities and can be compared to their writing at the end of the course.

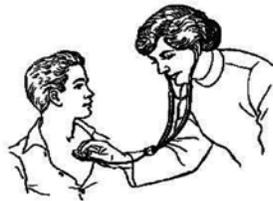
Needs Assessment

CLB 1L



Needs Assessment

I want to learn about healthcare in Canada.



Circle YES or NO



I want to learn about banking in Canada.



Circle YES or NO



I want to learn about Canada's provinces and territories.



Circle YES or NO

The instructor gave learners three options to choose from, so as not to overwhelm them. Each option was on a separate piece of paper with lots of white space and recognizable visuals.

Learners could be asked to point to their selections rather than circling.

Goal Statement

CLB 1L

Goal Statement

 Look at the answers with "YES".

 Choose one answer.

Name:



Date:

Tuesday April 8th 2014

I want to learn about

Canada's provinces and territories

Learners copied the topic from the handout.

Goal Statement Review

CLB 1L



city, province, postalcode



Canadian provinces and territories

I think I have achieved my goal.

I think I have to practice more.

The instructor gave suggestions for further practice. These were explained to the learner orally.

Next steps:

During the summer break:

- review your notes
- review the tasks in your portfolio
- go to the library and ask about books on Canadian provinces and territories
- watch and listen to the weather forecast across Canada every day.

Reading

CLB 1L

ESL Literacy - Calendar Tasks and Checklists -

	Reading Assessment Task	Calendar
---	-------------------------	----------

Page 1. Name: _____ Date: Wednesday April 23th

Instructions:

-  Look at the calendar.
-  Answer the questions.

1. What month is it? April ✓

2. What day of the week is the doctor's appointment?
Tuesday ✓

3. What date is the fire alarm test?
wednesday April 30th ✓

What class is on Fridays?
computer class is Fri ✓

Success = 3 out of 4 correct

Images courtesy of <http://pixabay.com/> ©

Instructions for completing the task were explained to learners orally.

Correct spelling, punctuation or capitalization is not a requirement for success on a Reading comprehension assessment task.

Learners were informed about the number of correct responses needed to successfully complete the task.

Reading

CLB 1L

ESL Literacy - Calendar Tasks and Checklists

Page 2.

My Calendar for April 2014

Learners could respond by either writing the answer or circling the answer on the calendar.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
off		1	2	3	4 Computer class	5 off
6 off	7	8 Doctor's appointment	9	10	11 Computer class	12 off
13 off	14	15	16	17	18 Good Friday	19 off
20 Easter	21 Easter Monday	22	23	24	25 Computer class	26 off
27 off	28	29	30 Fire alarm test			

Reading

CLB 1L

Learners had an opportunity to self-assess.

Page 3 My Checklist

Learners had an opportunity to self-assess.

- I use the calendar to check days of the week.
- I use the calendar to check the date.
- I use the calendar to check the month.

A suggestion for extending learning outside of the classroom is provided. This was explained to the learner orally.

<p>The task is achieved:</p> <ul style="list-style-type: none"> <input type="checkbox"/> with a lot of support <input type="checkbox"/> with some support <input checked="" type="checkbox"/> independently <input type="checkbox"/> not achieved. 	<p>Next steps:</p> <p><i>At home, copy all your appointments on a calendar.</i></p> <p><i>Try to read the dates with your family.</i></p>
--	---



CLB Competencies

Interacting with Others	Comprehending Instructions	Getting Things Done	Comprehending Information
-------------------------	----------------------------	---------------------	---------------------------

Writing

CLB 1L

This assessment task was used in a CLB 1L–2L class. For a description of the activities leading up to this assessment, see p. 86 of the Support Kit.

ESL Literacy - Calendar Tasks and Checklists - .

 Writing Assessment Task	Note of Absence
--	------------------------

Name: _____ Date: May 16th 2014

Page 1. Instructions:

-  Fill in a note to the teacher.

Instructions for completing the task were explained to learners.

Dear _____ (teacher's name)

I will be absent from class on
~~May~~ May Tuesday, 20th 2014
2 1

(days of the week and date)

I will come back on May Wednesday, 21st 2014
2 1

(day of the week and date)

Thank you for understanding.
 Sincerely yours,
 _____ (your name)

The instructor included a suggestion for extending this task to its real-world application. The suggestion was explained to the learner orally.

Use this model next time when you are going to be absent from the class!

Images courtesy of <http://pixabay.com/> ©

Writing

CLB 1L

Page 2 My Checklist

I can complete a note of absence with

The learner had an opportunity to self-assess.

the teacher's name dates and days of the week

my name

<p>The task is achieved:</p> <p><input type="checkbox"/> with a lot of support</p> <p><input checked="" type="checkbox"/> with some support</p> <p><input type="checkbox"/> independently</p> <p><input type="checkbox"/> not achieved</p>	<p>Next steps:</p> <p>Great job on <u>21st</u></p> <p>Also remember <u>22nd</u> <u>23rd</u></p> <p>Write day of the week first, then month.</p> <p>Tuesday, May</p>
--	--

1 2

Action-oriented feedback is included. This was also explained to the learner orally.

CLB Competencies

Interacting with Others	Reproducing Information	Getting Things Done	Sharing Information
-------------------------	-------------------------	---------------------	---------------------

This section includes a variety of sample resources for ESL Literacy instruction and assessment. Some of these resources have been referenced in other sections of the Support Kit.

Planning Resources

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Multi-level: CLB 1L/CLB 2L (Writing)	255
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Needs Assessment

Foundation



Point



Doctor



Money

CLB 1L



Point



Doctor's office



Bank

CLB 2L

Check one box.



Doctor's appointment



Banking



Shopping

Needs Assessment

FOUNDATION L



Point



Needs Assessment

CLB 1L

Check one 1



Groceries



Medication

Needs Assessment

CLB 2L

Check one 1



Grocery shopping



Buying medication



Taking the bus



Going to the bank

Needs Assessment

CLB 3L+



Shopping



Work



Friends



Bus

Needs Assessment

CLB 3L+

Check ✓ two 2



Grocery shopping



Buying medication



Using the bus



Using a bank card

Needs Assessment

Learning Strategies Needs Assessment

to be completed together with the instructor

Name: _____ Date: _____

Note: ESL Literacy learners would have difficulty reading this on their own and would require an explanation from the instructor.

Manage Learning Emerging stage of the Continuum	 Beginning	 On my way	 Success
Set learning goals			
Bring learning materials to class			
Work at home			
Keep a learning portfolio			
Ask for help			
Use first language for learning			

Peer Needs Assessment Survey



Ask your classmate.

Write in the table.



No.	What's your first name? How do you spell it?	What is your choice?

Needs Assessment

Instructor Observation

Learner:			
Education:			
Start Date:			
Term:			
Date	Observation Needs/Strengths	Needs/Remedial Strategies	Progress

Goal-Setting



This is Dan.

Dan goes grocery shopping.

He can't understand labels.

What can he do in class?

- learn about fruits and vegetables
- learn about prices
- learn about best before dates

Goal-Setting

My learning goal

Start date: _____ End date: _____



At the doctor's office



My **name is...**



The **date** of my appointment.



The **date** of my appointment.



My **first and last name** on a form.

Goal-Setting

4 Language Skills



Write 1 skill you need to work on:

Goals Review

My Learning Goals

Goal: _____

Activities:

The instructor meets with the ESL Literacy learner at regular intervals to “check-in”. Dates are noted. The learner signs the handout and files it in his/her portfolio.

Check-in dates:

Date: _____ Signature: _____

Date: _____ Signature: _____

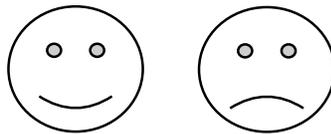
Date: _____ Signature: _____

Date: _____ Signature: _____

Learning Reflection

My Notes

How did you feel in class today?



Why?

When learning reflection is first introduced, the instructor will need to model it a few times for the whole class and may also need to provide individual support to learners.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Learning Reflection

Name _____ Date: _____

My attendance for two weeks

Learners copy the actual dates of the month on to the 7-day calendar.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat

I came to school every day

I practised 4 language skills

Learners copy the name of the skill (listening, speaking, etc.) from a worksheet or the board, onto the lines beside the icons below.









Vocabulary Log

Vocabulary Know well Need to learn

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Skills Tracking Form

This template can be used to document a learner’s incremental achievements and growth. Progress is discussed with the learner on an ongoing basis and the template can be filed in the learner’s portfolio.

Name: _____ CLB: _____



Reading Literacy Skills Development

Date when observed.

Literacy Skills	Can do 	Needs help 	Date
<i>Recognizes letters of the alphabet in upper case.</i>	<ul style="list-style-type: none"> • <i>Most of them</i> 	<ul style="list-style-type: none"> - <i>Confuses M and W</i> - <i>Does not recognize N and Z</i> 	<i>Sept. 28, 2018</i>
<i>Recognizes letters of the alphabet in lower case.</i>		<i>Most letters</i>	<i>Oct 19, 2018</i>

The literacy skills listed are based on the Continuum. The “Can Do” section is completed by the instructor once the learner can demonstrate achievement. Try to include evidence where possible.

Add any additional comments.

Sample Classroom Activity

CLB 2L

The following handouts illustrate some possible activities to help an ESL Literacy learner develop the skills to write a note to the instructor about an absence. (See pp. 90–92 of the Support Kit)



Copy the sentence on the lines below.

Name: _____

Date: _____



I have a headache.

Sample Classroom Activity

CLB 2L



Write sentences with the words:

headache toothache stomachache
backache earache



I have a headache.

1. _____

2. _____

3. _____

4. _____

Sample Classroom Activity

CLB 2L



Read a note to the teacher.

Answer the questions.

November 19th, 2017

Dear Ms. Allison,

I have a headache today.

Thank you.

Febe



Questions:

1. What is the date? _____
2. What is the teacher's name? _____
3. What's wrong? _____
4. What is the student's name? _____

Sample Classroom Activity

CLB 2L

**Write:**

- the date
- your teacher's name
- the reason of your absence
- your name

Dear Ms. _____,

I have a _____ today.

Thank you.

Sample Classroom Activity

CLB 2L



Write an absence note to your teacher.

1.

Dear Ms. _____,

_____ _____ _____ today.

Thank you.

2.

_____ _____ _____,

_____ _____ _____ today.

Thank you.

Sample Foundation L: Writing

Name: _____

Date: _____

 **Foundation L – Getting Things Done**

Task: Copy information from ID on to a form

Wrote letters clearly

Good spacing between letters

Wrote on the line

Comments:



Yes

Almost



**Not
Yet**



Sample Assessment

CLB 1L



Reading

Name: _____ Date: _____		
CLB 1L- I. Interacting with Others Task: Read a Card.		
Yes – green	Yes with help – yellow	Not yet – red
Observation color-coded		
<input type="radio"/>	Choose a get-well card.	
<input type="radio"/>	Choose a card for a sick teacher, friend, or child.	
<input type="radio"/>	Read the card so the listener can understand you.	
<input type="radio"/>	Choose the cheapest card.	
Next Steps:		
Self-assessment:		
Achieved 75% (Green)	Achieved with help (Yellow)	Not Achieved (Red)

Adapted from LISTN: <http://www.listn.info/site/resources/linc-assessment/reading-tool>

Sample Assessment Multi-level

CLB 1L/2L



Writing

Fill out the form. You can use:

- Your ID
- An envelope with an address
- Your phone.

Apartment Rental

Last Name: _____ **First Name:** _____

Address: _____

Number Street Apt/Unit

City Province Postal Code

CLB 2 (only)

Home/cell phone: _____

Date of Birth: _____

Email: _____

Do you have a car? Yes No

Licence Plate Number: _____

To save paper, this handout includes both levels on one page. However, instructors may wish to provide separate handouts for each level. Alternatively, learners can be asked to fold the paper in half and only complete the section relevant to their CLB level.

The advantage of having both levels on one form is that lower level ESL Literacy learners can attempt the questions for the higher level. However, if they do attempt the additional questions, they should not be assessed on them.

Sample Assessment Multi-level

CLB 1L/2L



Writing

CLB 1L _____ CLB 2L _____

Task: Fill in the application form.
III. Getting Things Done

The criteria for assessment would have to be explained to ESL Literacy learners. The difference between the two levels is in the holistic criteria. CLB 2L learners have more items to complete on the form.

Name: _____ Date: _____

Yes ✓ No X

Holistic: The form is complete. • 5 items CLB 1L • 10 items CLB 2L		
1. Wrote on the line		
2. Used capital letters for names and addresses		
3. Printing is clear		
4. Spelling is mostly correct		
 <p>Continue</p>	 <p>Next time</p>	

Success = Holistic ✓ Your score: _____ / Holistic

3 ✓ Your score: _____ ✓

Sample Assessment Multi-level

CLB 1L/2L

**Reading**

Read the flyer and answer the questions.

Your Local Pharmacy

Get your free flu shot today!
No appointment necessary

Monday - Friday
10:00 a.m. – 6:00 p.m.

Location: 210 Don Street, Your Town

Sample Assessment Multi-level

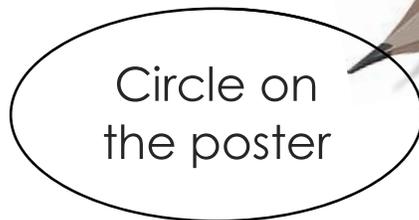
CLB 1L/2L



Reading

Name: _____

Date: _____



1. Time

2. Days

3. Address

(CLB 1L) Success 2 ✓

Sample Assessment Multi-level

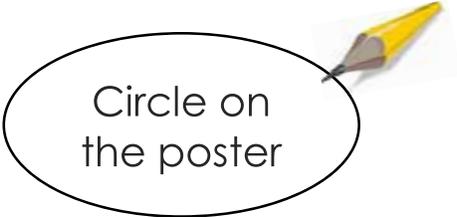
CLB 1L/2L



Reading

CLB 2L: Answer questions 1-6.

Questions 1 to 3



Circle on
the poster

4. Who should you speak to?

- teacher
- pharmacist
- doctor

5. Do you have to pay?

- Yes
- No

6. Can you get a flu shot on Sat at 10:00 a.m.?

- Yes

It's important to clearly explain the instructions for both CLB L levels:

- CLB 1L learners circle questions 1 to 3 on the poster. Success is 2 out of 3 correct answers.
- CLB 2L learners circle questions 1 to 3 on the poster and answer questions 4–6. Success is 4 out of 6 correct answers.

Success 4 ✓

Self-Assessment

CLB 2L



Reading

Task: Identify personal information words on a simple form.

My name is		
Today is		
I can find ...	Circle YES or NO	
the name box.	YES	NO
the address box.	YES	NO
the city box.	YES	NO
the province box.	YES	NO
the signature box.	YES	NO
the date box.	YES	NO
the postal code box.	YES	NO
the phone number box.	YES	NO

I look for the name at the top.

I look for the signature at the bottom.

The task is easy ok difficult

VI.

APPENDICES



APPENDIX 1:

LEARNER PROFILES

LEARNER PROFILE

CLB 1L: Bilen

Bilen is a 28-year-old woman originally from Eritrea. She lives with her sister's family and has two sons, aged 7 and 5. Her husband died four years ago. Bilen has been in Canada for three years, and has been attending language classes for a year and a half. She spent six months in Foundation level and has been in CLB 1L for a year. She had some education as a child, but it was interrupted with the death of her parents and her displacement to a refugee camp in Ethiopia.



Bilen has ongoing vision problems and has frequent medical appointments. When working on Reading and Writing, Bilen uses the school's desktop magnifying machine. She is eager to learn and has an employment goal of becoming a daycare worker.

Continuum Strands for Reading Skills Development

Continuum Strand	Learner Profile (CLB 1L)	Teaching Strategies
1) Oral Communication to Support Reading and Writing	<ul style="list-style-type: none"> Bilen picks up new vocabulary easily and often helps classmates when they can't remember words. She isn't afraid to try new words and loves classroom activities that involve speaking, such as role-plays, and describing photos or images. She comprehends most classroom oral instructions such as circle, underline, or point. Bilen is sometimes frustrated by her inability to communicate in more than single words or short phrases. She can answer most yes/no questions about a familiar story or a picture and can answer some WH-questions. 	<ul style="list-style-type: none"> Encourage learners who are natural risk-takers and praise all attempts, correct or incorrect. Create space to allow these learners to lead by example. Integrate a lot of oral instructions such as circle, underline, and point. A great activity is to take 10–15 minutes "reading" the free local newspaper and circling, underlining, and pointing to familiar images or individual letters.
2) Developing Visual/ Perceptual Skills	<ul style="list-style-type: none"> Bilen knows the alphabet in upper case but struggles with some lower case letters. In "circle same/circle different" activities, for example, she puzzles over letters such as lower case <i>b</i>, <i>p</i>, <i>q</i>, and <i>d</i>. Because she uses a vision magnifier, any reading activity takes her a long time to complete. She can identify a small bank of sight words by their shape. 	<ul style="list-style-type: none"> Certain lower case letters, such as <i>b</i>, <i>p</i>, <i>q</i>, and <i>d</i>; <i>w</i> and <i>m</i>; and <i>c</i>, <i>n</i>, and <i>u</i>, can be difficult for ESL Literacy learners to distinguish. Allow learners lots of time to practise reading lower case letters in different mediums. First introduce these activities in large, manipulable letters on the board, or using a projector or Smart Board, then move on to hand-held manipulable letters. Writing activities can be interspersed with these more kinesthetic ones.

Continuum Strand	Learner Profile (CLB 1L)	Teaching Strategies
3) Processing Visual Information (pictures, symbols, graphs, and charts)	<ul style="list-style-type: none"> • Bilen can relate realia and simple line drawings to personal or familiar photos and events. She also enjoys describing or making predictions about a text based on photos or line drawings. • She can now understand very simple instructor-generated maps of the classroom, school, and areas around the school. She has trouble when the map includes other symbolic information and cannot yet use a key to interpret information on the map. 	<ul style="list-style-type: none"> • To start making connections between visuals and text, integrate personal, relatable photos into class work. For example, ask learners to bring in a family photo (if they have one) and then make resources from those photos for learners to use. • Alternatively, take photos of the learners in the classroom and use those as a personal, tangible resource.
4) Decoding Text and Recognizing Spelling Patterns Syllables	<ul style="list-style-type: none"> • Bilen has developed a strong oral vocabulary of single and multi-syllabic words. She can differentiate between short and long words orally and understands that a longer oral word will be represented in writing by a word with more letters. • She has just started to show awareness of rime syllables in familiar words by tapping her finger on the longer words, while “reading” along with the class. She is aware of and enjoys rhyming words in oral speech and song. 	<ul style="list-style-type: none"> • Integrate lots of oral chanting, singing, and rhyming into classroom activities. These activities keep learners engaged and build on listening and speaking skills. • Provide a print-rich environment and frequently reference common words (e.g., days of the week on a wall chart) so learners can start making connections between sound and symbol.
5) Vocabulary and Sight Word Development	<ul style="list-style-type: none"> • Bilen can read a small bank of sight words related to her personal information. She can read her own and her children’s first and last names, her address, city, province, country, and telephone number. • Bilen has trouble using the classroom word wall, due to her vision issues. She can, however, use photos, simple symbols and illustrations to match her sight words to a visual representation. 	<ul style="list-style-type: none"> • Adapt classroom materials to meet the needs of learners with vision issues. • Create reference sheets with the same information on the classroom walls (e.g., alphabet, days of the week, weather words). They can be placed in learners’ binders and they can turn to them for reference when needed. This is a great opportunity to use a classroom volunteer.

Continuum Strand	Learner Profile (CLB 1L)	Teaching Strategies
<p>6) Understanding Word Order and Sentence Patterns</p>	<ul style="list-style-type: none"> • Bilen is very adept at choral, paired, and echoed reading. She can easily remember and repeat back simple sentences. She can also orally complete patterned sentences when they are familiar, and often can help classmates complete their patterned sentences. • She can sometimes read very familiar and highly patterned sentences to predict information, and can use very simple flashcards to order familiar sentences. 	<ul style="list-style-type: none"> • Introduce a regular classroom routine of question / answer to consolidate familiar patterned sentences (e.g., take 10-15 minutes every day eliciting responses to: “<i>My name is _____. I am from _____. I live in _____. I am ____ years old.</i>” • Familiarizing learners with these patterned sentences works as a scaffold to reading and writing similar patterned sentences.
<p>7) Navigating and Understanding Text Conventions, Formats, and Layouts</p>	<ul style="list-style-type: none"> • Bilen can identify familiar documents relevant to home, school, and the community, based on their colour and appearance. • She has excellent directionality and can always correctly identify the top, middle, bottom, left, and right side of a page, when directed. She has begun to identify where to find specific information on familiar texts, such as shopping receipts. 	<ul style="list-style-type: none"> • Many ESL Literacy learners struggle with directionality and formatted text. • Integrate oral direction to top, middle, bottom, left, and right in classroom activities. This can be modelled in class on the board or pocket chart. Use learners who have mastered directionality as “volunteers.” Sample activity: write 4-5 very familiar words on the board and ask learners to direct one another to point to the word with a ruler or a fly swatter.
<p>8) Reading with Comprehension, Fluency and Expression</p>	<ul style="list-style-type: none"> • Bilen understands that print can convey personal meaning. She will enthusiastically attempt to share orally about a topic and her personal experiences. She relies heavily on photos and pictures that accompany text and will quickly memorize the text to “read” words and sentences orally. She will recite these sentences quickly and only reads slowly when explicitly instructed. 	<ul style="list-style-type: none"> • Encourage learners to share orally about a topic, whenever possible. If new words arise that are significant to their daily lives, add them to the class vocabulary list and take time to teach them explicitly. • Before they have mastered reading sentences, learners will often memorize and recite the sentence. Model “tracing” the words at an appropriate pace and ask learners to do the same. This kinesthetic activity helps learners make connections between sound and symbol.
<p>9) Reading with Social and Critical Awareness</p>	<ul style="list-style-type: none"> • Bilen has a sophisticated awareness of the various purposes and genres of writing. She can communicate familiar, common, and personal information in a variety of genres with the proper support from the instructor. 	<ul style="list-style-type: none"> • Encourage learners to bring in texts from their lives outside of class. These can work as “needs assessments” for the learners’ day-to-day lives (e.g., a letter from her child’s school about lice could be modified for use in class).

Continuum Strands for Writing Skills Development

Continuum Strand	Learner Profile (CLB 1L)	Teaching Strategies
2) Developing Visual/Motor Skills	<ul style="list-style-type: none"> Bilen can form most upper and lower case letters, sometimes mistaking, as she does in her reading, the letters <i>b</i>, <i>p</i>, <i>q</i>, and <i>d</i>. She can write when guided by a line, but her hanging letters are always above the line, consistent in size with non-hanging letters. Her word spacing is generally clear and Bilen enjoys copying from a model, but tires easily because of the strain on her eyes. 	<ul style="list-style-type: none"> If ESL Literacy learners have vision issues, their writing can differ significantly when using a tool such as a vision magnifier. When using a vision magnifier, for example, a learner like Bilen may write slowly and deliberately, forming letters that are even and small. However, when writing without the machine, her letters may be much larger and written with a shakier hand.
3) Communicating Using Visual Information (pictures, symbols, graphs, and charts)	<ul style="list-style-type: none"> Bilen enjoys labelling and copying key vocabulary words onto diagrams and photographs. She is especially fond of writing big labels on posters, as it is much easier for her to see. Bilen can underline, circle, and cross out text when instructed and is adept at choosing flashcards to associate with her vocabulary words. She excels in classroom activities where she can point to realia or large, clear images. 	<ul style="list-style-type: none"> Include classroom activities where learners make their own resources (e.g., flashcards and reference posters) to help create a personal connection between the resource and learning. Use these resources often to cement the idea of using visuals and text to aid in language acquisition.
4) Encoding Text and Using Spelling Patterns Syllables	<ul style="list-style-type: none"> When using a model, she can copy two-syllable words and can create familiar c-v-c words on a worksheet. She has not yet begun independently doing onset substitutions in c-v-c words¹ (i.e., s-at, m-at, c-at). She can spell a small number of familiar words from memory, particularly when writing daily sentence activities. She can arrange the letters of the alphabet using a model, but has not yet grasped the concept of alphabetization. 	<ul style="list-style-type: none"> Include a lot of work copying the alphabet in upper and lower case forms. Once learners start grasping the alphabet order, include gap-fill alphabet worksheets and practise often. Once learners have mastered the “gap fill” alphabet, work collaboratively as a class to alphabetize a small number of very familiar vocabulary words. Practise this regularly or even daily, for 5–10 minutes to start cementing the concept of alphabetization.

¹ C-v-c words refer to words consisting of a consonant, vowel and consonant (e.g., cat, man, top).

Continuum Strand	Learner Profile (CLB 1L)	Teaching Strategies
<p>5) Vocabulary and Sight Word Development</p>	<ul style="list-style-type: none"> • Bilen can write her own and her children's names, and can copy common, familiar words. She cannot yet spontaneously write short sentences outside of the guided daily sentence writing activity. • She has a personal booklet to record important personal information and uses it outside of class when she needs a reference. She can copy rote sentences and add her personal information when guided by the instructor. For example, "My name is _____." 	<ul style="list-style-type: none"> • Personalize booklets and reference sheets for learners to use both in class and outside of class. • Making strong connections between classroom work and outside needs increases learners' motivation and also makes vocabulary and sight word acquisition concrete and tangible. • Integrate a lot of role-play into the classroom to reinforce the acquisition of key vocabulary words. Ensure every literacy class has a lot of repetition and recycling—it may take weeks or months for learners to learn new words.
<p>6) Using Word Order and Sentence Patterns to Produce Text</p>	<ul style="list-style-type: none"> • Bilen can orally use don't, can, and can't but she can't always do so in a complete sentence. • She has started developing an oral vocabulary for expressing short verb phrases about daily routines. She has not yet grasped placing prepositions of place at the end of instructions, and can use some noun phrases but usually without descriptive adjectives; that is, she can express herself and her likes/dislikes but hasn't quite mastered sentence structure, even with short sentences. 	<ul style="list-style-type: none"> • For a class at the 1L level, the focus is on acquiring key vocabulary and the ability to express ideas, not necessarily word order. • Use lots of recasting to model correct sentence structure and build in a lot of choral repetition and chanting to practise word order. • The learners' confidence will grow, the more they are able to communicate. As confidence grows, so will their trust in their own abilities to acquire more complex language.
<p>7) Using Text Conventions, Formats, and Layouts</p>	<ul style="list-style-type: none"> • Bilen can sequence sentence strips if they are accompanied by a visual aid or familiar image. • Bilen can copy her personal information onto a simple form, when guided by the instructor, and can usually write her name and address directly next to cue words such as "name" and "city." She sometimes does not understand copying information into any form that is not a simple line. She still requires guidance for text conventions such as boxes or dotted lines where each letter is placed on a small line. 	<ul style="list-style-type: none"> • Learners with vision impairments may have difficulty copying from the board. The instructor can modify classroom materials to include models that these learners can view and copy using the visual magnifier. Another option is to pair the learners with a volunteer. • If learners with vision impairments are working with vision magnifiers as well as a resource page, they will need to move their pages in and out of the screen's view. Keep in mind that this will increase the amount of time learners need to complete an activity, and build the extra time into the lesson plan.

Continuum Strand	Learner Profile (CLB 1L)	Teaching Strategies
8) Writing Clearly, Expressively, and Fluently	<ul style="list-style-type: none"> • Bilen can, with support, write 2–3 sentences using the same sentence stem on the same topic. She enjoys brainstorming vocabulary and has lots of ideas for collaborative writing activities with the instructor and class. • She can write a few single words and very short phrases on her own to express information, and is frustrated that her writing capability does not align with what she can produce orally. 	<ul style="list-style-type: none"> • Because ESL Literacy learners tend to communicate orally much faster than in writing, it is very common for learners to become frustrated when attempting writing activities. • Encourage their writing confidence by selecting only 1 or 2 errors to highlight when doing error correction. At a CLB 1L level, focus on communicative ability over accuracy. • If possible, have interpreters talk to learners directly about the value of making errors in the learning process.
9) Writing with Social and Critical Awareness	<ul style="list-style-type: none"> • Bilen has a sophisticated awareness of the various purposes and genres of writing. She is eager to learn, so that she can adequately communicate through her own writing and is less dependent on others around her. • She can communicate familiar, common, and personal information in a variety of genres, with the proper support from the instructor. 	<ul style="list-style-type: none"> • Highlight the value of acquiring reading and writing skills to attaining independence and confidence. • Integrate “feelings” vocabulary into your lessons to give learners the opportunity to give feedback about their relationship to language learning and how it affects them in their lives (now and in the future).

LEARNER PROFILE

CLB 2L: Ibrahim

Ibrahim is a 19-year-old man from Syria. He arrived in Canada six months ago and has been attending language classes full-time ever since. Although overwhelmed and quiet for his first two months, he has gradually become more comfortable and has emerged as a natural leader in class. He responds positively to a set class routine and always checks with the instructor about what they will learn that week.



Like many ESL Literacy learners, Ibrahim gets disoriented and anxious when the class routine goes off course. He is organized and keeps his binder, notes, and class calendar in good condition. He had some education in Syria but this was interrupted by war, when his family fled to Jordan. He worked as a cashier in Jordan for four years and is very good with numbers. He is eager to learn and start his life in Canada. He lives with his parents and two brothers. His older brother has many health issues and is often in the hospital. He lost one brother in the war and has a lot of family responsibilities in Canada. He occasionally gets emotional and leaves class for short smoking breaks. He always returns composed and eager to catch up and move forward.

Continuum Strands for Reading Skills Development

Continuum Strand	Learner Profile (CLB 2L)	Teaching Strategies
1) Oral Communication to Support Reading and Writing	<ul style="list-style-type: none"> Ibrahim often asks the instructor for new vocabulary and meticulously copies it from the board when it comes up. He then uses his phone to translate and writes the Arabic equivalent beside it. He will stay focussed on the word if he does not understand it and asks for further clarification during class breaks. 	<ul style="list-style-type: none"> ESL Literacy learners who have some written code will often rely heavily on it to help them in their acquisition of new vocabulary. Ensure that reliance on this code does not impede their ability to acquire new language.
2) Developing Visual/ Perceptual Skills	<ul style="list-style-type: none"> Ibrahim can usually discriminate and move between lower case letters such as <i>b, d, p,</i> and <i>q</i>. He has no issues reading stylized drawings or clipart, as these conventions are familiar to him from his educational and social background. Mostly it is the directionality – moving left to right and top to bottom – that sometimes stalls Ibrahim’s reading, particularly reading wrap-around text. 	<ul style="list-style-type: none"> If a literacy learner is coming from a non-Romantic alphabet with directionality different to English, use a lot of collaborative reading with a whiteboard or Smart Board to model directionality. When starting to integrate wrap-around text into the reading routine, colour code the sentences in a predictable pattern (e.g., first sentence red, second sentence green, etc.), then ask learners to use highlighters to colour-code new text (though be mindful that some learners may be colour-blind).

Continuum Strand	Learner Profile (CLB 2L)	Teaching Strategies
3) Processing Visual Information (pictures, symbols, graphs, and charts)	<ul style="list-style-type: none"> Ibrahim can use photos and realistic drawings to make inferences about a text. He is digitally literate in his use of emoticons and symbols in text and social media. He struggles in his ability to read and understand maps and some more complex charts. He has had limited exposure to formatted texts, and it takes him time to understand the symbols and information. 	<ul style="list-style-type: none"> If learners have good digital literacy skills, have them research free language learning websites or apps to help them in their day-to-day lives and to practise outside of class. Ensure the classroom has a variety of maps (city, province, country, or world) and make frequent reference to them in daily classroom activities.
4) Decoding Text and Recognizing Spelling Patterns Syllables	<ul style="list-style-type: none"> Ibrahim is just starting to identify rime in familiar c-v-c words (<i>s-it, f-it, h-it</i>). He is not yet able to identify complex onset rimes² in single or multisyllabic words (right, sight, night). Because his previous education was in a non-Romanic alphabet, Ibrahim is still in the initial stages of learning phonetics that go beyond the very simple. 	<ul style="list-style-type: none"> Integrate lots of games and activities that showcase phonics in a variety of ways to reinforce spelling patterns. Make up vowel, digraph and blend flashcards with clear images of short familiar words; model rime in familiar c-v-c words using worksheets and magnetic letters; construct vowel, digraph and blend “dice” to add play and fun to the classroom.
5) Vocabulary and Sight Word Development	<ul style="list-style-type: none"> Ibrahim is particularly strong in his learning strategies for acquiring vocabulary and sight words. He is beginning to recognize sight words and symbols to convey negative meaning (e.g., It is not Friday today; It did not rain yesterday; also a red circle with a diagonal line to indicate negation). He still relies on a familiar context to recognize most sight words and is unsuccessful when trying to identify them in a different context. 	<ul style="list-style-type: none"> Learners at the 2L level can start to practise vocabulary and sight word development with short, simple spelling quizzes. Keep them consistent (e.g., every Friday) and practise spelling the words daily in class to ensure some success. Encourage learners to study the words at home to start making connections between self-directed language acquisition and classroom success.
6) Understanding Word Order and Sentence Patterns	<ul style="list-style-type: none"> Ibrahim can orally use simple modals of ability (<i>can/can't</i>) and is just starting to grasp modals <i>will, won't, and must</i>. He enjoys reading highly patterned sentences but cannot yet regularly use sentence starters to predict completion in the affirmative and negative, in the present and past, simple and continuous. 	<ul style="list-style-type: none"> Start a practice of regularly writing sentences on the board for learners to read orally, then copy in their notebooks. Ensure to offer 2–3 variations for sentence structures. For example, one sentence may read: <i>Today is Monday July 12, 2017</i> and the next: <i>The weather is sunny and warm today</i>. By shifting the position of “today”, learners will start to notice that the word can shift positions and that it is sometimes capitalized.

² Onset and rime are terms used to describe the two phonological units of a syllable. The “onset” refers to the initial consonant or consonant blend (does not exist in all words), and the “rime” begins with the first vowel and the letters that follow (e.g., in the word *cup*, the “c” is the onset, and the “up” is the rime).

Continuum Strand	Learner Profile (CLB 2L)	Teaching Strategies
<p>7) Navigating and Understanding Text Conventions, Formats, and Layouts</p>	<ul style="list-style-type: none"> Ibrahim recognizes ordering conventions in names, addresses, and dates. He occasionally struggles with order of apartment/street number/street name for addresses. He is starting to understand table conventions, but requires support when encountering new formats or information. He can usually transfer his previous knowledge to a new form (e.g., a table with store hours), but only if the information is presented in a manner consistent to what has been practised in class. 	<ul style="list-style-type: none"> ESL Literacy learners may experience anxiety when they encounter new forms and text conventions. Instead of presenting learners with a worksheet with an unfamiliar text form, model it first on the board and discuss it together before asking the learner to read and comprehend it on a worksheet. After introducing a new form or graph, return to this text often, as it may take learners multiple tries to retain the decoding and reading strategies needed to understand the text.
<p>8) Reading with Comprehension, Fluency and Expression</p>	<ul style="list-style-type: none"> Ibrahim is beginning to compare textual information with his own experience and beliefs. He will, for example, explain how grocery shopping in Syria and Jordan is similar and different to grocery shopping in Canada. He still needs guidance to hone his reading strategies. He will occasionally re-read a text to validate understanding, but will often check his understanding with the instructor before trusting his own reading/re-reading. 	<ul style="list-style-type: none"> Many ESL Literacy learners will first rely on the instructor or a translator app for confirmation of meaning. Instructors need to explicitly teach learners how to use themselves as resources to check understanding and meaning. Instructors can integrate checklists for learners to reference before asking for help. These checklists can include strategies such as re-reading, asking a peer, and checking a self-made work bank or reference sheet.
<p>9) Reading with Social and Critical Awareness</p>	<ul style="list-style-type: none"> Ibrahim has yet to develop the skills to skim and scan, and instead methodically reads through an entire document to find information. He also struggles with differentiating between a newsletter and an informational brochure, store flyers and junk mail. 	<ul style="list-style-type: none"> Many ESL Literacy learners shut down when they encounter texts from outside the classroom. These materials (e.g., mail, flyers) can be text- and image- heavy with complex formatting. The learner becomes overwhelmed and starts translating word-by-word trying to grasp the text's meaning. Introduce a lot of modified authentic texts, such as modified newsletters, bank statements, and receipts, and build familiarity with these text forms, so learners can recognize key formatting features when they encounter them outside of class.

Continuum Strands for Writing Skills Development

Continuum Strand	Learner Profile (CLB 2L)	Teaching Strategies
2) Developing Visual/Motor Skills	<ul style="list-style-type: none"> When Ibrahim first joined the class six months ago, using a pen or pencil was awkward and he required a stable writing surface. His hand and arm tired quickly and he needed frequent breaks. Six months in, Ibrahim is in the “building” stage of the strand. He applies appropriate, consistent pressure on his writing implement; he uses lower case letters appropriately about 80% of the time but occasionally slips to upper case. 	<ul style="list-style-type: none"> For learners who are new to using a writing implement, make sure to vary classroom activity to give them needed rest between writing activities. For learners from non-Romanic language backgrounds, pay close attention to their letter formation and correct when observed. Many Arabic learners write sentences with the correct directionality but will still form their letters writing right-to-left.
3) Communicating Using Visual Information (pictures, symbols, graphs, and charts)	<ul style="list-style-type: none"> Ibrahim is now adept at forming simple shapes (circle, line, square, star) but is not comfortable reproducing shapes that are unfamiliar to him. He enjoys making collages and selecting images (via Google image search) and has a good sense of how photos and realistic line drawings can communicate his ideas. 	<ul style="list-style-type: none"> Many ESL Literacy learners come to class with experiences of trauma, upheaval, and pressures and stress in their home life. This can seriously affect their classroom and learning behaviours. Keep in mind that when there is a change to routine or when new information is introduced, these learners may appear to shut down or be unwilling to participate. Give them time to adjust and never force them to participate until they are ready.
4) Encoding Text and Using Spelling Patterns Syllables	<ul style="list-style-type: none"> Ibrahim has begun to add inflectional endings to verbs (-ing, -ed) and nouns (plural -s) and can add prefixes and suffixes if copying a model. He does not yet use long vowel conventions for spelling and instead relies on memorization. 	<ul style="list-style-type: none"> Memorization of vocabulary is a great way for learners to build a base from which to start learning, understanding, and producing spelling patterns. When teaching long and short vowels, don't be shy about over-exaggerating mouth and tongue position. Though some learners will feel silly, many enjoy this visual modeling of vowels.

Continuum Strand	Learner Profile (CLB 2L)	Teaching Strategies
<p>5) Vocabulary and Sight Word Development</p>	<ul style="list-style-type: none"> Ibrahim has an initial awareness of the accuracy of his spelling, but tends to ask the instructor before checking his translator or a picture dictionary. He can write short sentences to describe some likes and dislikes but does not enjoy writing about emotion, tending to stick to the factual and concrete. 	<ul style="list-style-type: none"> Some ESL Literacy learners struggle with describing speculative or abstract concepts. Model such expression often in class to familiarize learners with the motivation and use of such an activity. If a learner seems reluctant to use vocabulary to describe emotion, change the focus to describing likes and dislikes with neutral topics (colour, food, weather).
<p>6) Using Word Order and Sentence Patterns to Produce Text</p>	<ul style="list-style-type: none"> Ibrahim understands nouns, subjects, and action verbs. He struggles with the function of stative³ verbs and instead memorizes common stative verbs. When speaking, he can accurately connect short, simple clauses with <i>and</i> and <i>but</i>. However, he has yet to grasp other conjunctions such as <i>because</i>, <i>so</i>, <i>if</i>, <i>that</i>, and <i>which</i>. He can write short, simple clauses using “and” as a conjunction when following a model. 	<ul style="list-style-type: none"> Introduce S-V-O sentence ordering to ESL Literacy learners and make it a regular or daily practice to identify S-V-O in highly familiar sentences. Conduct a daily sentence-writing activity and then parse out the sentences collaboratively. As learners start to understand the concept of S-V-O, ask volunteers to identify the parts of speech and underline and circle them in their notebooks.
<p>7) Using Text Conventions, Formats, and Layouts</p>	<ul style="list-style-type: none"> Ibrahim can usually reproduce information in a chart, map, or graph if given instructor support. He needs extra support with a map, as the visual representation of space is unfamiliar to him. He gets frustrated with graphs and charts if they are new to him, and will observe classmates or the instructor complete the exercise before he attempts it. He has practised his calendar faithfully for six months and can now accurately copy information on the correct month and day with explicit instruction. He does not yet record his own appointments or important events without explicit instruction. 	<ul style="list-style-type: none"> For any activity with new text formats, partner learners so they can interpret and reproduce the information collaboratively before they attempt it independently. Integrate work with authentic calendars into daily classroom practice. Cross out days when they’ve past; write information about important class dates (assessments, quizzes, outings, holidays); and encourage learners to write their own appointments in their calendars. Ask learners to indicate in their calendar whether they were present, absent, or late to class.

³ Stative verbs are verbs that express a state, rather than an action (often a mental state or related to emotions or thoughts).

Continuum Strand	Learner Profile (CLB 2L)	Teaching Strategies
8) Writing Clearly, Expressively, and Fluently	<ul style="list-style-type: none"> • He enjoys collaborative whole-class writing led by the instructor (who suggests sentence stems and vocabulary), but he is not yet comfortable brainstorming independently. • He occasionally checks his sentences against a model before asking the instructor to check for accuracy. He has not yet progressed to trying sentences orally before a writing attempt. 	<ul style="list-style-type: none"> • A favourite activity of many ESL Literacy learners is collaborative LEA⁴ writing based on an experiential outing and then copying the sentence to read orally. • Many learners experience the most success when following models and predictable routines. They become anxious and unsure with writing activities that involve spontaneity or free association. Allow learners to participate when ready.
9) Writing with Social and Critical Awareness	<ul style="list-style-type: none"> • Ibrahim has a clear understanding of the importance of writing for communication. This motivates him to learn. (He has expressed that he will feel more comfortable in Canada once he has mastered his writing skills). • He has an initial understanding of writing genres and has communicated an awareness of audience. Though he rarely indicates his own emotional responses to stories, he listens to classmates' emotional responses and then will repeat these back. 	<ul style="list-style-type: none"> • Many ESL Literacy learners are anxious to grasp the meanings behind the many different genres of communication in Canada. • Ask them to bring in examples of texts they encounter in their daily lives. Have them work together to guess the meaning of the texts. • Keep a “wall” of authentic texts that learners bring in, as a reference that the whole class can use regularly.

⁴ LEA, or the Language Experience Approach, refers to an approach to reading and writing development in which a personal experience and oral recounting of it is used as the basis of reading and writing activities.

LEARNER PROFILE

CLB 3L: Jamal

Jamal is a 42 year-old man from Afghanistan. He and his family have been in Canada for four years.

When Jamal first arrived he was placed in a 1L class, where he attended part-time. He has progressed to 2L and has recently been transferred to a mainstream CLB 3 class. He is a dedicated learner and feels proud that he has transferred to a mainstream class. However, he is aware that there are certain skills he lacks within this class and sometimes finds the pace overwhelmingly fast.

Jamal works full-time as a night cleaner. Often, he has not slept between working his night shift, dropping his kids off at school, and arriving for English class at 9 a.m. His language and life goal is to pass the citizenship test and become a Canadian citizen in the next two years.



Continuum Strands for Reading Skills Development

Continuum Strand	Learner Profile (CLB 3L)	Teaching Strategies
1) Oral Communication to Support Reading and Writing	<ul style="list-style-type: none"> While Jamal is adept at recognizing concrete and realistic images, he struggles when he encounters abstract images, icons, and symbols for the first time. Jamal is active in class discussions about texts and loves to add his own perspective. He is adept at orally answering yes/no questions and is beginning to successfully answer some WH questions. 	<ul style="list-style-type: none"> Encourage a lot of “pair and share” activities in class, particularly when there is a mixture of mainstream and ESL Literacy learners. Often, learners are much stronger in their speaking and listening and these activities help their confidence in class. For ESL Literacy learners, regularly integrate speaking activities before reading and writing activities to activate prior knowledge and to help prepare them for the reading and writing activities.
2) Developing Visual/ Perceptual Skills	<ul style="list-style-type: none"> Jamal is able to identify and understand familiar drawings, clipart, and diagrams but struggles with new imagery or iconography. When he encounters unfamiliar images, Jamal will sit quietly and not attempt the activity until asked if he needs help. He does not yet feel comfortable asking for help in the mainstream class. When he first arrived in class he struggled with wrap-around text but now grasps the concept and, has transferred it to his own writing. 	<ul style="list-style-type: none"> When first transferring to a mainstream class, some ESL Literacy learners feel shy and become more reserved. One strategy is to pair a newly transferred literacy learner with a classroom “buddy” (perhaps someone from the same first language group or who made a similar transfer from a literacy class). This can create a bond and makes the “buddy” learner feel confident and proud they can help.

Continuum Strand	Learner Profile (CLB 3L)	Teaching Strategies
3) Processing Visual Information (pictures, symbols, graphs, and charts)	<ul style="list-style-type: none"> Jamal can use a key or legend to understand common and some less common symbolic information on a map. When he began in his 1L class he was unfamiliar with maps, but he now loves map activities and is adept at directions. He regularly uses Google Maps on his smart phone to find locations and chart his trips. He is adept at recognizing emoticons in text. He can recognize and understand common workplace, community, and school symbols. 	<ul style="list-style-type: none"> Use digital visual information, whenever possible. Familiarize learners with community locations where they can use technology or take computer classes.
4) Decoding Text and Recognizing Spelling Patterns Syllables	<ul style="list-style-type: none"> Jamal is starting to recognize, substitute, and categorize onset and rime representations in familiar words (e.g., <i>sigh, high, thigh; spring, spray, sprain</i>). Jamal can use first, medial, and final letters and their corresponding sounds when guessing unfamiliar longer words in context. He can recognize some common silent letter combinations (<i>know, knife, walk, talk</i>). 	<ul style="list-style-type: none"> ESL Literacy learners like Jamal may thrive when they can practise decoding and spelling orally alongside reading. In an exclusively 3L class, make oral practise a part of the class routine. In a blended literacy/mainstream class, make sure to attend to the needs of the learners by integrating lots of oral work. In classes with only 1 or 2 ESL Literacy learners, pair them with a volunteer, if possible, to practise oral decoding and spelling.
5) Vocabulary and Sight Word Development	<ul style="list-style-type: none"> Jamal has a picture dictionary that he takes everywhere he goes. He brings it out often in class and records new vocabulary words in his notebook, writing the corresponding page from his dictionary. Jamal is self-conscious about reading out loud because his reading is slower than most of the other learners. Though slow, his accuracy and decoding strategies are higher than many other learners in the class. 	<ul style="list-style-type: none"> Make sure ESL Literacy learners are aware of their reading strengths as they work toward increasing their reading for fluency. Utilize picture dictionaries in class, especially when introducing new vocabulary. Pair learners and give them a list of words to find in their dictionaries. Learners can record the words and definitions on an instructor-made reference sheet.

Continuum Strand	Learner Profile (CLB 3L)	Teaching Strategies
<p>6) Understanding Word Order and Sentence Patterns</p>	<ul style="list-style-type: none"> • He can recognize subject, verb, and object in a sentence, and has an initial understanding of direct and indirect objects. • He is starting to successfully scan for who, when, where, and how in text, using knowledge of the text. 	<ul style="list-style-type: none"> • Often, if learners have worked through 1L and 2L, they will come with a strong sense of S-V-O sentence patterns from explicit, holistic grammar instruction and may excel in a mainstream class. However, if ESL Literacy learners enter a mainstream class with literacy gaps and no previous classroom literacy learning, the instructor will have to work one-on-one or have the learners work with volunteers. • ESL Literacy learners can struggle with the scanning, and will instead look for information by reading the text methodically from start to finish. Scanning should be taught explicitly. A useful way to start is to colour-code the key information in a short paragraph and ask the learner to find specific colours tied to specific context cues (e.g., green for why? red for who? blue for when?). Be mindful that some learners may be colour-blind, and need a strategy that is not colour-dependent.
<p>7) Navigating and Understanding Text Conventions, Formats, and Layouts</p>	<ul style="list-style-type: none"> • Jamal understands that information can be grouped and presented in different formats (e.g., tables, charts, graphs, maps, directories), but, like many ESL Literacy learners, he struggles when presented with new kinds of formatted text. • He sometimes needs assistance locating where to write or find specific information on simple authentic forms, schedules, directories, graphs, and charts 	<ul style="list-style-type: none"> • Intersperse familiar formatted texts (weather charts, bus schedules) with new kinds of formatted texts, so learners can experience success and more easily transfer reading skills from what they already know how to do. • Integrate a lot of group work and collaborative whole-class work for formatted texts, particularly in blended mainstream/literacy classes, so that learners can observe the instructor and classmates reading the texts without the pressure to understand the format immediately.

Continuum Strand	Learner Profile (CLB 3L)	Teaching Strategies
8) Reading with Comprehension, Fluency and Expression	<ul style="list-style-type: none"> • Jamal is a slow but careful reader. He first reads to identify sight words and decode new words, then re-reads to focus on the meaning of what he has read. He is adept at orally summarizing what he has read. • If he does not understand what he has just read he will read the whole sentence over and then guess what the word may be. If this word is in his oral vocabulary, then he will often guess correctly. 	<ul style="list-style-type: none"> • At 3L, begin to integrate longer texts into weekly routines. For example, a weekly “book club,” where learners read a short chapter of a connected text, can help them feel empowered that they “read an English book,” which also can increase their investment in the narrative. • A book club activity allows learners to take the week’s chapter home to practise reading for fluency. It is also a great way to introduce new vocabulary and point out grammar functions.
9) Reading with Social and Critical Awareness	<ul style="list-style-type: none"> • Jamal is beginning to successfully skim and scan to interpret the purpose of the text. If the text is familiar then he will often be able to verbalize what parts of the text are important. • He is fond of going to the library for children’s books to practise reading to his kids. He enjoys reading and skimming the daily paper. 	<ul style="list-style-type: none"> • Take advantage of the local libraries to find books that appeal to learners’ interests. • Model reading often in a 3L class to cement reading as a pleasurable practice that is not tied to assessment or “work.”

Continuum Strands for Writing Skills Development

Continuum Strand	Learner Profile (CLB 3L)	Teaching Strategies
<p>2) Developing Visual/Motor Skills</p>	<ul style="list-style-type: none"> Jamal has developed a distinctive writing style. He writes slowly, but with clearly formed letters, and appropriate use of lower and upper case letters. When familiar with the format, he can use guidelines, boxes and formatted lines to contain writing, and adjust size for the space. 	<ul style="list-style-type: none"> Regularly include many different adapted formatted text conventions in class, to ensure learners have a chance to practise and be familiar with them when they encounter them in their everyday lives. Keep these forms in a dedicated spot in the learners' binders, so they can access them as a reference both in and outside class.
<p>3) Communicating Using Visual Information (pictures, symbols, graphs, and charts)</p>	<ul style="list-style-type: none"> Jamal enjoys using the computer to search for images to copy and paste into documents or PowerPoint slides. His digital literacy serves him well in class and helps him communicate his ideas. He is adept at forming symbolic figures such as \$, @, & to support his writing. 	<ul style="list-style-type: none"> Using images – whether digital or from magazines and newspapers – can be a powerful storytelling tool for learners to support their expressive writing. While some learners may be unsure how to use images to support text, regular practise will familiarize them with the notion of abstract, figurative, or symbolic communication, paving the way for future expressive writing.
<p>4) Encoding Text and Using Spelling Patterns Syllables</p>	<ul style="list-style-type: none"> Jamal is skilled at using oral recitation of individual syllables to attempt spelling familiar two or three-syllable words (e.g., Dee-sem-ber for “December”). This strategy is often seen in higher-level literacy due to the development of strong speaking and listening skills in Foundation, 1L, and 2L. He enjoys alphabetizing lists of words, including some items with the same initial letters. 	<ul style="list-style-type: none"> Alphabetization activities are a great way to practise spelling, decoding, and thinking of vocabulary outside of meaning only. A great activity is “speed” drills, where learners think of, for example, the twelve months or as many fruits as they can, then collaboratively alphabetize on the board.

Continuum Strand	Learner Profile (CLB 3L)	Teaching Strategies
5) Vocabulary and Sight Word Development	<ul style="list-style-type: none"> Jamal can write sentences and basic paragraphs to express likes and dislikes, preferences, and emotions. He sometimes misses the purpose of the writing task, then sits quietly and waits for the instructor to notice him and come over to help. He methodically records new vocabulary in his notebook and uses it as a reference for writing assignments. 	<ul style="list-style-type: none"> In designated literacy classes, the instructor closely monitors learners' progress; in mainstream classes, there is an expectation of more independent work. Many ESL Literacy learners need to be explicitly taught to assertively ask for assistance.
6) Using Word Order and Sentence Patterns to Produce Text	<ul style="list-style-type: none"> Jamal can use "subject," "verb," "object" and understands "nouns" due to explicit parts-of-speech focus in his previous literacy classes. He can usually categorize highly familiar flashcards based on part of speech. He can use a model to write simple two-clause sentences, using <i>and, or, but, so, because, that, which</i>. He has not yet grasped how to write two-clause sentences from his own ideas. 	<ul style="list-style-type: none"> ESL Literacy learners attending classes in designated literacy classes are often (due to the explicit instruction) accustomed to learning parts of speech, word order, and sentence patterns in a highly visual, sometimes kinesthetic manner. When teaching blended classes, it may be necessary to teach new grammatical and word order concepts in visual, tactile ways.
7) Using Text Conventions, Formats, and Layouts	<ul style="list-style-type: none"> Jamal sometimes struggles with sentence order and causality in writing paragraphs. He can listen to or read a story and then sequence sentence strips to create a logical order to tell a story, but he struggles with this without the contextual story as a reference. He is adept at writing in his calendar or addressing an envelope because he is familiar with the forms. However, he struggles when asked to create his own simple chart or graph. 	<ul style="list-style-type: none"> Offer lots of modelling when it comes to learner-created graphs and charts. Be patient with ESL Literacy learners and regularly practise completing common familiar charts (e.g., weather charts, store hours) before introducing new forms of graphs and charts, to increase the likelihood of successful knowledge transfer.

Continuum Strand	Learner Profile (CLB 3L)	Teaching Strategies
<p>8) Writing Clearly, Expressively, and Fluently</p>	<ul style="list-style-type: none"> • Jamal enjoys writing journal entries of several connected sentences to express ideas and emotions, to tell about past experiences, and to express ideas or hopes for the future. His class dedicates 20 minutes to free writing two days a week. Though he writes slowly, he always crafts simple, clear narratives about something relevant to his life. • He is not comfortable using brainstorming activities to plan his writing. If the class brainstorms collectively, he will observe keenly but say nothing. If asked to brainstorm independently, he will sit and wait for the instructor to come and help him. 	<ul style="list-style-type: none"> • New ways of creating or organizing information can be overwhelming for ESL Literacy learners. The self-directed spontaneity can be challenging. If planning something such as a brainstorming activity, first conduct it orally, then re-create the brainstorm through writing. This will help learners activate their stronger listening/ speaking skills, and gain an understanding of the concept of the activity before writing.
<p>9) Writing with Social and Critical Awareness</p>	<ul style="list-style-type: none"> • Due to his love of reading books to his children, Jamal is especially aware of the reader’s emotional reaction to a story (e.g., entertainment, surprise, fear, curiosity, pleasure). • When writing his journal entries, he can transfer this knowledge to his own writing and is aware of the reader’s reaction. He does not yet purposefully choose language to elicit a particular response in his reader. 	<ul style="list-style-type: none"> • It may be challenging for learners to conceptualize the notion of “audience” for their writing. When conducting reading activities, elicit discussion of the intended audience. Ask questions about how the text makes the learners feel. This will prepare learners for transferring these concepts to their own writing.

LEARNER PROFILE

CLB 4L: Maria

Maria is a 61-year-old woman from Colombia. She has been in Canada for five years and lives with her granddaughter. Maria worked in the garment industry in Bogota and supports herself in Canada through casual mending. She hopes to open her own tailoring business in the future to support herself and her granddaughter.



Maria went to school until grade 6 and came to Canada with some conversational English. She entered her language class in Canada at a CLB 2L level, and then moved to a mainstream CLB 3 class. She has just progressed to a CLB 4 class, although she still has literacy needs. While her Listening and Speaking skills are at a CLB 4 level, her Reading and Writing demonstrate some literacy gaps. Maria has trouble retaining information and even a short break from class of 3–4 days will result in a regression of skills and strategies. She requires a lot of time to complete Reading and Writing activities, and often becomes distracted and wants to chat with her friends in class. Maria is energetic and sees a bright future for herself in Canada.

Continuum Strands for Reading Skills Development

Continuum Strand	Learner Profile (CLB 4L)	Teaching Strategies
1) Oral Communication to Support Reading and Writing	<ul style="list-style-type: none"> Maria is skilled at picking up new vocabulary orally. She can answer yes/no and WH-questions orally and is adept at producing vocabulary relevant to her life and interests. She recognizes some idioms and expressions, and can produce some vocabulary to express her emotions. However, she often relies on Spanish in such oral expressions of emotion and lacks the initiative to use a dictionary to find the English equivalent. 	<ul style="list-style-type: none"> High ESL Literacy learners often struggle with learning strategies that ask them to be self-motivated and self-reliant. This can often be masked as lack of motivation, when in fact it is simply a strategy that has yet to be learned. Instead, instructors must ensure they integrate activities that teach self-reliance strategies, such as use of a dictionary to explicitly teach this skill.
2) Developing Visual/Perceptual Skills	<ul style="list-style-type: none"> Maria can differentiate illustration conventions such as thought or speech bubbles, but struggles to differentiate some aesthetic and communicative features of illustrations (e.g., a face coloured for aesthetics versus a face coloured to show emotion). She does not have a large illustrative vocabulary for these more complex features, probably due to lack of exposure to such conventions. She can easily discriminate letters and recognize sight words in various stylized and cursive fonts. 	<ul style="list-style-type: none"> Many ESL Literacy learners have not been exposed to visual expressive conventions found, for example, in drawings and cartoons. Be sure to include a lot of symbolic and abstract images alongside photos and realistic drawings, to teach learners to recognize such aesthetic vocabulary.

Continuum Strand	Learner Profile (CLB 4L)	Teaching Strategies
<p>3) Processing Visual Information (pictures, symbols, graphs, and charts)</p>	<ul style="list-style-type: none"> • Maria is fairly skilled at reading and interpreting simple maps. She has very little sense of geography outside of her own context and cannot identify where to find her first country, Canada or continents on a world map. • She is adept at recognizing and understanding road signs, and the safety signs and colours at public buildings, such as hospitals or schools. 	<ul style="list-style-type: none"> • Many learners come to Canada without the geographical background knowledge taught explicitly in Canadian schools. When learners have had some formal education, their education systems in their first country may be very different than Canada's. • Include the instruction of map conventions throughout the literacy class progression. Integrate provincial, national, and global maps early on, teaching the cardinal directions (north, south, etc.) in a global context, so ESL Literacy learners can be on more equal footing with their fellow learners and community members.
<p>4) Decoding Text and Recognizing Spelling Patterns Syllables</p>	<ul style="list-style-type: none"> • Maria has a keen eye and loves noticing inconsistent but common spelling-sound correspondences (e.g., height, weight; although, through). • When attempting to segment unfamiliar multi-syllabic words by syllable while reading in context, she will often default to sound/letter correspondence from her first language and not English. 	<ul style="list-style-type: none"> • When a learner's first or additional language uses a Roman alphabet (particularly for learners with Germanic or Romance language backgrounds), they can become over-reliant on using that knowledge as a tool to understand new vocabulary. • While this is useful (their language is a tool), encourage learners to master English sound/letter correspondence early on, as it is easy for these learners to over-rely on their first languages.
<p>5) Vocabulary and Sight Word Development</p>	<ul style="list-style-type: none"> • Maria can recognize most high-frequency sight words, function words and rote phrases in a variety of contexts. • She does not like using a learner or picture dictionary and will instead rely on the instructor to translate or explain the vocabulary word to her. She also does not independently work on a personal word bank. 	<ul style="list-style-type: none"> • ESL Literacy learners who are used to relying on their oral skills for vocabulary acquisition need to be taught explicitly and repeatedly reminded to use text (e.g., dictionary, writing a word bank) as a resource to aid in learning new vocabulary words. Integrate the use of learner dictionaries and personal word banks regularly into classroom activities to cement the practice for learners.

Continuum Strand	Learner Profile (CLB 4L)	Teaching Strategies
6) Understanding Word Order and Sentence Patterns	<ul style="list-style-type: none"> • Maria can read sentence starters and predict pattern/completion in simple, continuous tenses and sometimes in present perfect tense. • She does not like to participate in activities that require her to classify parts of speech (e.g., nouns, verbs, adjectives) in sentences. She has expressed that she did not understand parts of speech as a child and does not need to understand parts of speech now. 	<ul style="list-style-type: none"> • Because ESL Literacy learners can often rely on learning word order and sentence patterns orally, many use that oral knowledge in their reading and writing, and resist learning parts of speech and other grammar. • Integrate oral, visual, and kinesthetic activities when practicing word order to keep ESL Literacy learners engaged.
7) Navigating and Understanding Text Conventions, Formats, and Layouts	<ul style="list-style-type: none"> • Maria enjoys reading and can understand text when presented with columns and columns interrupted by pictures. • She can usually locate information in texts that use a variety of organizational patterns such as alphabetical, chronological, and numerical. 	<ul style="list-style-type: none"> • A free daily newspaper and community magazines are a great way to familiarize learners with text formatted into columns that are sometimes interrupted by images. • Have learners work on their own class newsletter, helping them format it with a word processor.
8) Reading with Comprehension, Fluency and Expression	<ul style="list-style-type: none"> • After reading a text, Maria loves to orally share what she knows about the topic, what she learned, and how the topic relates to her life. She can also do this in writing but often needs to talk out her thoughts first before writing them down. • Maria needs to work on her strategies for checking her comprehension. She needs to be reminded to highlight new words and re-read the text to check her understanding. 	<ul style="list-style-type: none"> • When ESL Literacy learners have stronger listening and speaking skills, they often become frustrated when they cannot comprehend or express themselves as well with reading and writing. • The instructor must explicitly demonstrate why reading strategies such as highlighting and re-reading can build comprehension.
9) Reading with Social and Critical Awareness	<ul style="list-style-type: none"> • Maria is adept at recognizing register in written texts to differentiate formal and informal tone. • She can distinguish between fact and fiction in most texts, but has trouble identifying the difference between fact and opinion. 	<ul style="list-style-type: none"> • Differentiating between fact and opinion is especially tricky in texts that sometimes contain both (the newspaper, the Internet, etc.). • One strategy to develop this ability is to have learners compose two short paragraphs on the same topic: one factual and one opinion. Recognizing the difference in their own writing will build a strong foundation for recognizing the same in other texts.

Continuum Strands for Writing Skills Development

Continuum Strand	Learner Profile (CLB 4L)	Teaching Strategies
<p>2) Developing Visual/Motor Skills</p>	<ul style="list-style-type: none"> • Maria uses a combination of cursive and printing in her writing, as she learned cursive writing as a child. This can be somewhat messy and confusing to read. The letters themselves are even and there is adequate spacing between words. • She does not enjoy using the computer and feels she does not need to learn to type. 	<ul style="list-style-type: none"> • Learners' writing can sometimes interfere with comprehension. Encourage learners to choose either cursive or printing (not a combination of both) in their writing, when the assignment is narrative in nature. • For official forms or documents emphasize the importance of printing for legibility.
<p>3) Communicating Using Visual Information (pictures, symbols, graphs, and charts)</p>	<ul style="list-style-type: none"> • Maria enjoys choosing photos and images to support and illustrate her written work when she can choose them from print sources. She does not enjoy finding them online. • She also struggles somewhat with creating symbolic or abstract shapes, when she can't see how they will benefit her outside of class. She can form symbols such as \$, @ and % because she sees how they will be useful in her life. 	<ul style="list-style-type: none"> • It can be challenging for instructors when learners are resistant to using technology in class, especially since digital literacy is vital to so many forms of communication. However, remember that learners are adults with agency. If they don't see value or benefit in an activity, respect their perspective, and change the focus of the activity so that it has meaning to them. • Plan a very specific grammar lesson or themed activity that demonstrates how computers can function as resources in learners' day-to-day lives.
<p>4) Encoding Text and Using Spelling Patterns Syllables</p>	<ul style="list-style-type: none"> • Maria has started to add an array of prefixes and suffixes to her vocabulary, such as sub-, dis-, -ous, and -ible, with only minor vowel errors. • She can use conventional long vowel spelling rules (<i>nice, pie</i>), but struggles with the more complicated long vowel spelling conventions (<i>high, try</i>). 	<ul style="list-style-type: none"> • Integrate a lot of spelling practice through fun, interactive, and highly visual classroom games and activities. • If the instructor has access to technology, there are many web-based tools to help learners work independently to master more complex spelling conventions.
<p>5) Vocabulary and Sight Word Development</p>	<ul style="list-style-type: none"> • Maria has picked up a number of idioms and popular expressions and can integrate them into her writing to express emotions and mood. • She will often use the instructor or classmates as vocabulary resources, but does not yet use a word bank or a learner's dictionary to help her expand her vocabulary when writing. 	<ul style="list-style-type: none"> • Because many ESL Literacy learners have depended on oral communication, they will often default to using other people as resources to help their learning. • Do not discourage this – it is a strategy in itself – but instead supplement it with regular classroom practice that encourages the use of learner-made word banks and dictionaries.

Continuum Strand	Learner Profile (CLB 4L)	Teaching Strategies
6) Using Word Order and Sentence Patterns to Produce Text	<ul style="list-style-type: none"> • Maria has a developed oral vocabulary for sentences using positive and negative forms of <i>can</i>, <i>will</i>, <i>may</i>, <i>must</i>, <i>shall</i>, <i>could</i>, <i>would</i>, and <i>should</i>. • She can't yet write adjective clauses using <i>which</i>, <i>who</i>, <i>where</i>, and <i>when</i>. 	<ul style="list-style-type: none"> • Take advantage of ESL Literacy learners' strengths in oral vocabulary by copying their oral speech onto the board, then demonstrating the more complex parts of speech, such as adjective clauses and positive/negative use of modals. • Learners will feel confidence in seeing their ideas and words demonstrate the use of complex sentences.
7) Using Text Conventions, Formats, and Layouts	<ul style="list-style-type: none"> • Maria has a strong understanding of the value and legality of a signed document and recognizes the responsibility her signature entails. • She can create simple forms or bar graphs when given explicit instruction, but struggles when asked to do the same task without explicit guidance. 	<ul style="list-style-type: none"> • Provide a lot of scaffolding for ESL Literacy learners when they need to produce a simple form or graph. • Start with very familiar information and formatting (e.g., weather chart, receipt), then provide a lot of time and practice, so learners can work independently and without time pressure to create formatted text
8) Writing Clearly, Expressively, and Fluently	<ul style="list-style-type: none"> • While not yet motivated to edit her own writing, Maria enjoys editing instructor-highlighted errors for spelling, capitalization, punctuation, word order, and grammatical inflections. • She understands the concept of organizing paragraph writing into an introduction, body, and conclusion, but can't yet do so without explicit instruction and guidance. 	<ul style="list-style-type: none"> • Introduce self-editing by modelling it repeatedly through instructor edits and then peer editing. • ESL Literacy learners often lack the writing strategy to self-monitor. Peer editing is a great way to shift the power dynamic from the instructor and towards the learner.
9) Writing with Social and Critical Awareness	<ul style="list-style-type: none"> • Maria understands that there is a connection between the purpose of a text and the tone of a text. • She is usually able to write a simple, comprehensible text that conforms to an appropriate purpose when given clear instructions. 	<ul style="list-style-type: none"> • Model purpose and tone both orally and in written text. Use lots of voice inflection to signal differences in tone. • Learners can practise role-playing different tones orally themselves. For example, use a series of cards (e.g., birthday, sympathy, thank you) and ask learners to read the messages with appropriate tones.

APPENDIX 2:

CONDITIONS FOR LEARNING



Reading: Conditions for Learning

Learning conditions that facilitate development toward each level of ability:

Foundation L	CLB 1L	CLB 2L
<ul style="list-style-type: none"> - Materials are mostly manipulative and may include realia, realistic pictures, word flashcards, large-scale wall/digital displays, or word-level picture books. - Texts have a consistent very clear, large, sans-serif font (20+ pt.) and a very simple layout. - Texts are very sparse with 1 to 3 lines and plenty of white space between and around words/lines. - Continuous texts are very short (from a single row of letters/numbers to one or two very short memorized phrases). - Formatted texts are very short and may include flashcards arranged in up to two short rows or columns, a few familiar everyday signs, 1 to 3-item forms, or very short lists/checklists. - Very common, familiar and consistent visuals and realia are always included to support meaning. - Instructions are supported by physical modelling and are given with one illustrated word for highly common and familiar tasks and routines. - Language is rote, very simple, concrete, factual and immediately relevant. - Topics relate to everyday concrete vocabulary, rote greetings and personal identification. - Tasks follow repetitive practice of physical responses in the presence of realia and images. - Responses to tasks do not require much writing, if any, but can require physical action, pointing, circling, matching, checking off items, or copying letters/words into blanks. - Context is non-demanding, concrete, and related to immediate personal experience and needs. 	<ul style="list-style-type: none"> - Background information is identified and concepts taught when the context is not known. - Practice activities appeal to different learning styles and can include singing or chanting, touching and then circling words, and collaborative work with word/picture cards. - Routines are followed and activities and reading tasks are supported so that success is probable. - Instructions for completing the task are supported by physical modelling and are very clear, written with a short phrase, or given orally. - Texts are usually instructor-created or adapted, and supported by large, clear realistic visual clues (e.g., photographs, realistic illustrations). - Continuous texts are very short (from a simple phrase to a few very short sentences). - Texts are uncluttered, with a lot of white space, easy to read, large, sans-serif font (16–18 point). - Language is limited to everyday, practised words and short phrases, in a predictable routine. - Documents are introduced slowly (e.g., a job application is introduced section by section, so as to not overwhelm the learner with too much information). - Text is displayed clearly (e.g., one sentence per line instead of paragraph format, numbered sentences). - Learners are not rushed, and additional explanations, and visual and oral support are given as necessary. - Learners are given many opportunities for success through repetition. 	<ul style="list-style-type: none"> - Texts (paper-based or digital/online) have a large, clear font or legible printing and a very simple layout. - Texts are very sparse with simple, clear organization and a lot of white space, easy to read, large, sans-serif font (14–16 point). - Continuous texts are very short (up to about 5 to 7 very simple sentences). - Formatted texts are very short and simple, and may include basic common forms, simplified maps, diagrams, labels, tables, schedules, and very simple personally relevant flyers. - Language is very simple, concrete and factual. - Related, relevant and familiar visuals are often included to support meaning. - Instructions are 1 to 4 steps, in single phrases (point or bullet form) or short sentences, and focussed on common and familiar tasks and routines. - Responses to tasks do not require much writing, if any, but can require pointing, circling, matching, checking off items, or filling in blanks.



Reading: Conditions for Learning

Learning conditions that facilitate development toward each level of ability:

CLB 3L	CLB 4L
<ul style="list-style-type: none"> - Instructions are highly supported (e.g., with demonstration and modelling). - Context is personally relevant, non-demanding, and limited to common, factual, and concrete vocabulary. - Visuals are clear, realistic, beginning to be stylized, and include an increasing number of common symbols. - Pre-reading discussion is necessary to activate previously acquired knowledge and to teach new concepts, vocabulary and grammar points. - Reading should be foregrounded with cultural knowledge needed to understand the text. - Text is: short (2 to 3 paragraphs in length, instructions are up to 5 steps), clear, sparse (a lot of white space), easy to read with a variety of clear fonts and font sizes (12–14 point), in upper and lower case, adapted with some authentic text. 	<ul style="list-style-type: none"> - Instructions or instructional texts include 1 to 6 steps for a familiar, relevant process. - Formatted texts take a variety of forms and serve a variety of purposes. Text may be paper-based or digital/online. - The instructor must foster oral/aural skills in order to support the learning process. - The text is limited to common, factual, familiar and concrete vocabulary; clear, sparse (a lot of white space), and easy to read. There may be a variety of font types (12–14 point). - Text may be supported by visual clues, charts or diagrams, and contain a variety of common textual features (bold, italics, sub-headings). - Continuous texts are short (up to 3 paragraphs) and are mostly descriptive or narrative.



Writing: Conditions for Learning

Learning conditions that facilitate development toward each level of ability:

Foundation L	CLB 1L	CLB 2L
<ul style="list-style-type: none"> - Instructions for writing tasks are physically modelled, oral, and pictorial, and follow repetitive, contextual practice of physical responses: pointing, circling, matching words to pictures, or checking off items. - Text to enter is always supported by very common, familiar, consistent visuals. - Writing is at the copied word or short memorized phrase level, in large scale, and without correct punctuation or capitalization expectations. - Copying references are often hand-held manipulatives or very large-scale illustrated wall references in close proximity. - Formatted texts to produce are very short lists or manipulatives arranged in up to two rows or columns. - Topics relate to everyday concrete vocabulary, rote greetings, personal identification and time/date. - Audience is usually a highly supportive and familiar instructor. - Context is very non-demanding, concrete, and related to immediate personal experience and needs. 	<ul style="list-style-type: none"> - Writing requirements are simple and informal and modelled by instructor. - Writing is systematically re-enforced through instructor modelling and repetitive oral and written practice. - Topics and vocabulary are directly related to personal experience and needs. - Audience is highly supportive, familiar and non-threatening. - Task instructions, whether oral or written, are very clear and are repeated as needed. Response expectations are limited to words or short familiar phrases. - Forms to complete are short (about 5 personal items), simple in format, sparse in layout (a lot of white space), ample room in boxes for writing, and require only basic personal information. - Content to copy or reproduce is from a short text (2 to 3 sentences) or a short list (5 to 10 items) with clear layout and basic everyday information. - Context, content and environment are predictable and routine. 	<ul style="list-style-type: none"> - Writing style requirements are simple and informal. - Task instructions are very simple and call for responses of a few short phrases. - Forms to complete are short (up to about 10 items), simple in format, sparse in layout (a lot of white space), clear labels, and ample areas in which to write, and require only basic personal information. - Content to copy or reproduce is from a short text (3 to 5 sentences) or a short list (10 to 15 items) with clear layout and basic everyday information. - Guided writing (or cloze) is based on texts of about 5 to 7 sentences, with simple structure and vocabulary.



Writing: Conditions for Learning

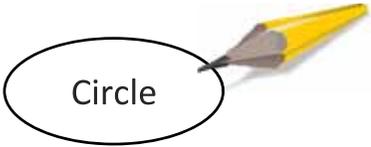
Learning conditions that facilitate development toward each level of ability:

CLB 3L	CLB 4L
<ul style="list-style-type: none"> - Instructions must be given orally before writing can be attempted. - Oral vocabulary and language must be developed before the learner can attempt the same utterance in writing. - The writing process is supported through discussion, models, brainstorming, planning, and guided revision and editing. - Writing is supported by word banks, sentence stems, picture dictionaries, and learner dictionaries. - Features of the text: <ul style="list-style-type: none"> • context is non-demanding and supported; • topics are personally relevant and familiar, and have been supported through class discussion and oral language development; • most basic conventions for spelling, grammar, and punctuation are followed; however, learners will be inconsistent and errors will increase as more complicated sentences are attempted. 	<ul style="list-style-type: none"> - Instructions are given in writing and orally, and may need to be repeated. - Structures are more complex and some idioms are used. More complex structures and idioms will increase errors. - Content is relevant to the learner and may be of a more specialized nature (e.g., work-related). - The writing process is supported through discussion, models, brainstorming, planning, and guided revision and editing. - Online, learner and bilingual dictionaries support writing activities.

APPENDIX 3:

SAMPLE IMAGES FOR CLASSROOM MATERIALS

Sample Images for Classroom Materials

<p>Listen</p> 	<p>Say</p> 
<p>Read</p> 	<p>Write</p> 
<p>Circle</p> 	<p>Underline</p> 
<p>Check or cross</p> 	<p>Cut</p> 
<p>Use headphones</p> 	<p>Check with a partner</p> 
<p>Point</p> 	<p>Click</p> 
<p>Use a cellphone</p> 	<p>Use the computer</p> 

Possible Images for Assessment Tools

<p>Listening</p> 	<p>Speaking</p> 
<p>Reading</p> 	<p>Writing</p> 
<p>Not yet Beginning Needs practice With a lot of support</p>	
<p>Almost With support On my way</p>	
<p>Yes Success Independently</p>	

VII.

GLOSSARY



Action-oriented feedback: feedback that provides concrete suggestions to help move learners forward in their learning (e.g., *Next time, check your ID card for the correct spelling.*)

Authentic language: language that learners would use or encounter in the real world outside of the classroom.

Competencies: statements of intended outcomes of learning applicable to a variety of specific contexts: observable, measurable behaviours, usually evaluated against specifically stated objectives, conditions or standards of performance.

Competency areas: broad, universally relevant purposes of language use. The competency areas in this document include: Interacting with Others; Comprehending or Giving instructions; Getting things done; Reproducing information (in writing only); and Comprehending or Sharing information.

Digital literacy: includes the skills and knowledge to access and use software and hardware applications, understand web content, and create with digital technology.

Features of communication: detailed information about features of tasks/texts at each benchmark level in a particular skill. These include text/task length, complexity levels, types of topics, etc. The spiralling nature of the charts is designed to show progression from one benchmark to another.

Language focus items: the grammatical, textual, functional or sociolinguistic elements of a task that learners need to know/practise in order to complete the task. Some examples of language focus items include vocabulary, verb tenses, possessive pronouns, spelling, pronunciation, appropriate register, connective words like *and*, *but* and *or*, and common expressions for different purposes, such as greeting and leave-taking.

Learner self-assessments: classroom activities where learners assess *what* they can do and *how well* they can do it. Self-assessments relate to specific assessment tasks that learners have completed.

Learning reflections: classroom activities where learners consider the *process* of learning; that is, what helps them learn.

Learning strategies: can involve cognitive, metacognitive, task-based, and problem-solving skills. They also stem from prior knowledge, organizational skills, imagination and the way one accesses information. Cognitive skills involve learning how to use our memory and reasoning to gain new knowledge and apply existing knowledge. Metacognitive skills involve gaining an awareness of how learning occurs in order to create personally appropriate learning strategies. Often, they are also active and involve social skills to derive new knowledge and concepts by collaborating with others.

Manipulatives: physical objects that learners can use to help them learn. Examples include letter/word cards, sentence strips, and physical objects used for a sorting activity.

Numeracy: the knowledge and skills required to effectively manage and respond to the mathematical demands of diverse situations.

Portfolio artefacts: learner samples of completed skill-using or assessment tasks (related to specific CLB competencies) that are added to a learning portfolio.

Profile of ability: provides an overall picture of a person's language ability in one CLB skill (Listening, Speaking, Reading or Writing) at a benchmark level. It includes an overall statement of ability, some characteristic features of the text or communication, and sample behaviours a person typically exhibits when proficient at that level.

Scaffolding: the process of providing support to learners (such as modelling; using strategies to activate their background knowledge; and breaking the task into a series of skill-building activities) that will gradually lead them toward successful completion of a language task.

Skill-building activities: learning activities that provide the foundation for real-world or skill-using tasks. Skill-building activities include all the necessary functions and forms that learners need to practise in order to perform the real-world task.

Skill-using tasks: tasks that require learners to approximate, in class, the kind of language tasks they would perform outside of the classroom. These tasks can be thought of as practice for real world tasks.

Sociocultural knowledge: In the *CLB: ESL for ALL* document, sociocultural knowledge includes an understanding of the characteristics of different languages; background knowledge of Canadian day-to-day experiences (e.g., cultural images, common symbols, use of maps, and banking procedures); and information about the culture of learning (e.g., classroom norms and common learning practices).

Sociolinguistic knowledge: In the *CLB: ESL For Adults* document, sociolinguistic knowledge is the ability to produce and understand utterances appropriate to a given social context: includes rules of politeness; sensitivity to register, dialect or variety; norms of stylistic appropriateness; sensitivity to "naturalness;" knowledge of idioms and figurative language; knowledge of culture, customs and institutions; knowledge of cultural references; and uses of language through interactional skills to establish and maintain social relationships.

Real-world tasks: Purposeful communicative language tasks that someone would carry out in the real world in community, work or school contexts (For example, writing a note to the teacher to explain an absence is a real-world task. Completing a worksheet with missing verbs is not a real-world task.)

Zone of proximal development (ZPD): a concept introduced by psychologist Lev Vygotsky that refers to the difference between what learners can do on their own and what they can do with some support, guidance or encouragement from someone else.